THE CENTRAL CITIES TASK FORCE

PROPOSAL FOR BOSTON

AN ALLIANCE FOR

EDUCATIONAL PROGRESS

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EDUCATIONAL PROGRESS

APPLICATION FOR A PLANNING AND OPERATIONAL GRANT
UNDER TITLE III, CENTRAL CITIES TASK FORCE

"AN ALLIANCE FOR EDUCATIONAL PROGRESS"

Submitted by

The School Committee of the City of Boston

Thomas S. Eisenstadt, Chairman

John J. Kerrigan, Member

Joseph Lee, Member

Paul F. McDevitt, Member

Paul R. Tierney, Member

Dr. William H. Ohrenberger

Superintendent of Public Schools

May 13, 1968

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Part I.

STATISTICAL TABLES

OE 4023 (11-66)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

BUDGET BUREAU NO. 51-0
APPROVAL EXPIRES 6/30

ESEA TITLE III STATISTICAL DATA

Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY	PROJECT NUMBER	STATE CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check one)

A [X] INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
B [ ] APPLICATION FOR CONTINUATION GRANT
C [ ] END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE OE ASSIGNED PROJECT NUMBER

3. NATURE OF DESCRIPTION OF PROJECT: (Check one only)

A [X] INNOVATIVE C [ ] ADAPTIVE
B [X] EXEMPLARY

4. TYPE(S) OF ACTIVITY (Check one or more)

A [X] PLANNING OF PROGRAM
B [ ] PLANNING OF CONSTRUCTION
C [ ] CONDUCTING PILOT ACTIVITIES
D [X] OPERATION OF PROGRAM
E [ ] CONSTRUCTING
F [ ] REMODELING

5. PROJECT TITLE (5 Words or Less)

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. (See instructions)

The purpose of this proposal is to involve at the "grass-roots" level school and community representatives and all available resources in the development and operation of a prototype comprehensive program to make a significant impact upon the most critical needs and educational problems of a community designated target area.

ITEM NUMBER 8

7. NAME OF APPLICANT (Local Education Agency)

School Committee
City of Boston

8. ADDRESS (Number, Street, City, State, Zip Code)

15 Beacon Street, Boston, Massachusetts 02108

9. NAME OF COUNTY

Suffolk

10. CONGRESSIONAL DISTRICT

9

11. NAME OF PROJECT DIRECTOR

Joseph F. Caray
(Temporary)

12. ADDRESS (Number, Street, City, State, Zip Code)

Office of Program Development
2893 Washington Street
Boston, Massachusetts 02119

PHONE NUMBER 445-6912
AREA CODE 617

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT (Please type)

Dr. William H. Ohrenberger

14. ADDRESS (Number, Street, City, State, Zip Code)

15 Beacon Street
Boston, Massachusetts 02108

PHONE NUMBER 227-5500
AREA CODE 617

15. POSITION OR TITLE

Superintendent of Boston Public Schools

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

William H. Ohrenberger

DATE SUBMITTED May 9, 1968

SECTION A — Continued

1E. LIST THE NUMBER OF LOCAL CONGRESSIONAL DISTRICTS SERVED: 2	1F. A. TOTAL NUMBER OF INCIDENCES SERVED: 1 B. TOTAL NUMBER OF DISTRICTS SERVED: 1 C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED:	1G. LATEST AVERAGE PER PUPIL EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED: $ 595

SECTION B — TITLE III BUDGET SUMMARY FOR PROJECT (Include amounts from Item 2e below)

1.		PREVIOUS GE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		July 1, 1968	June 30, 69	$ 500,000
B.	Application for First Continuation Grant		July 1, 1969	June 30-70	$ 500,000
C.	Application for Second Continuation Grant		July 1, 1970	June 30-71	$ 500,000
D.	Total Title III Funds				$1,500,000
	End of Budget Period Report				

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

a. *Type of facility (Check applicable boxes)*

1 [ ] REMODELING OF FACILITIES 2 [X] LEASING OF FACILITIES 3 [ ] ACQUISITION OF FACILITIES

4 [ ] CONSTRUCTION OF FACILITIES 5 [ ] ACQUISITION OF BUILT-IN EQUIPMENT

b.	1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY FOR PROPOSED PROGRAM	3. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
			$

SECTION C — SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA, AND STAFF MEMBERS ENGAGED

1.			PRE-KINDER-GARTEN	KINDER-GARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A.	School Enrollment in Geographic Area Served	(1) Public			153	974		148	1275	
		(2) Non-public								
B.	Persons Served by Project	(1) Public			153	974		148	1275	
		(2) Non-public								
		(3) Not Enrolled								
C.	Additional Persons Engaging in Project	(1) Public								
		(2) Non-public								
		(3) Not Enrolled								

2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Total should be the figure given in Item 1D above)	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
	38	1227		10	1275

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED			100%		

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION				1		1
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL					1	.15
E. ALL NON-PROFESSIONAL				1/2	10 (15%)	1.50 Field Organizers 2.00 Secretary 2.00 Child Care
F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED			(2.) TOTAL CALENDAR DAYS RETAINED	128 @ $100	

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						
F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED			(2.) TOTAL CALENDAR DAYS RETAINED		

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED			100%		

SECTION D PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION				1		1
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12		3* (5%)	.15			
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL					5* (5%)	.25
E. ALL NON-PROFESSIONAL				1		1

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED _____ (2.) TOTAL CALENDAR DAYS RETAINED _____

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION		2 (5%)	.10			
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6	0					
(4) GRADES 7-12	23					
(5) OTHER (Special Class)	4					
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						

F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED _____ (2.) TOTAL CALENDAR DAYS RETAINED _____

* School Community Advisory Committee Meetings

TION C - continued

RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED			100%		

TION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION				1		1
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12		3* (5%)	.15			
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL					5* (5%)	.25
E. ALL NON-PROFESSIONAL				1		1

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS (1.) TOTAL NUMBER RETAINED _____ (2.) TOTAL CALENDAR DAYS RETAINED _____

PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION		2 (5%)	.10			
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6	8					
(4) GRADES 7-12	22					
(5) OTHER (Special Class)	4					
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						

F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS (1.) TOTAL NUMBER RETAINED _____ (2) TOTAL CALENDAR DAYS RETAINED _____

* School Community Advisory Committee Meetings

CENTRAL OFFICE
TIMILTY SCHOOL
KING SCHOOL

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

	MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
		PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	XXXX (5)	OTHER (6)		
1.	EVALUATIVE PROGRAMS								
A	Deficiency Survey (Area Needs)				PHASE I				
B	Curriculum Requirements Study (Including Planning for Future Need)				and				
C	Resource Availability and Utilization Studies				PHASE II				
2.	INSTRUCTION AND/OR ENRICHMENT								
A	Arts (Music, Theater, Graphics, Etc.)								
B	Foreign Languages				PHASE III				
C	Language Arts (English Improvement)								
D	Remedial Reading								
E	Mathematics				and				
F	Science								
G	Social Studies/Humanities				PHASE IV				
H	Physical Fitness/Recreation								
I	Vocational/Industrial Arts								
J	Special-Physically Handicapped								
K	Special-Mentally Retarded								
L	Special-Disturbed (Incl. Delinquent)								
M	Special-Dropout								
N	Special-Minority Groups								
3.	INSTRUCTION ADDENDA								
A	Educational TV/Radio								
B	Audio-Visual Aids								
C	Demonstration/Learning Centers								
D	Library Facilities								
E	Material and/or Service Centers								
F	Data Processing								
4.	PERSONAL SERVICES								
A	Medical/Dental								
B	Social/Psychological								
5.	OTHER								

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The program will ultimately serve 153 sixth grade students and 1,122 students from grades Seven thru Nine in two schools. (These figures include 150 special class students.) The project has been developed to better serve all residents within the area of the two schools.

OE 4351 (REV. 12/68)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R570.1
APPROVAL EXPIRES 6/30/69

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

(NOTE: Please read the attached Instructions before completing this form)

NAME AND ADDRESS OF AGENCY | PROJECT NUMBER | GRANT NUMBER | STATE

PART I - EXPENDITURES (other than construction) | (Check One) ☐ PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES) | ☐ ESTIMATED EXPENDITURE REPORT ☐ FINAL EXPENDITURE REPORT | BUDGET PERIOD (MONTH, DAY, & YEAR) BEG. END

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION								
	FUNCTIONAL CLASSIFICATION	ACCT NO.	SALARIES PROFESSIONAL	SALARIES NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
	1	2	3	4	5	6	7	8	9	10	11
1	ADMINISTRATION	100	$ 33,500	$ 19,500	$	$ 600.	$ 6,600	$	$ 900.	$ 61,100	$
2	INSTRUCTION	200			14,000					14,000	
3	ATTENDANCE SERVICES	300									
4	HEALTH SERVICES	400									
5	PUPIL TRANSPORTATION SERVICES	500									
6	OPERATION OF PLANT	600									
7	MAINTENANCE OF PLANT	700									
8	FIXED CHARGES	800			2,400					2,400	
9	FOOD SERVICES	900									
10	STUDENT BODY ACTIVITIES	1000									
11	COMMUNITY SERVICES	1100	13,350	20,800		850.			300.	35,300	
12	REMODELING OF COSTS TOTAL MORE THAN $2000 ENTER IN PART II)	1270	2,000							2,000	
13	CAPITAL OUTLAY (EQUIPMENT ONLY)	1230						35,200		35,200	
14	TOTAL →		$ 48,850	$ 40,300	$ 16,400	$ 1,450	$ 6,600	$ 35,200	$ 1,200	$ 150,000	$
15	NEGOTIATED BUDGET →		$	$	$	$	$	$	$	XXXXXXXXXXXXX	$

Part II.

NARRATIVE

INTRODUCTION

The following is a chronology of the important events that transpired in the time interval between the end of the Central Cities Task Force Seminar in Washington and the initiation of regularly scheduled meetings of Boston Public School representatives and representatives of The Roxbury, North-Dorchester, South End community.

I. On March 19 and 20, 1968, the following representatives of the Boston Public Schools attended the Central Task Force Seminar conducted by the Department of Health, Education and Welfare in Washington, D.C.:

Joseph F. Carey - Director, Office of Program Development

John R. Coakley - Education Specialist

Herbert G. Forsell - Coordinator, Title III

Peter J. Ingeneri - Special Administrative Assistant

Herbert C. Hambelton - Associate Superintendent

The general impressions gathered from this Seminar may be outlined briefly as follows:

A. Congress, in a sense, is asking for an accounting of the billions of dollars voted for educational programs and reforms. Recipients of Federal funds are asked to make an agonizing and soul-searching appraisal of the effects of federally-funded educational programs.

B. There is a general feeling that many federally-funded programs, while effective and beneficial in limited areas, have not made a significant impact on the critical educational problems this country faces. Congress will be reluctant to vote additional funds for educational projects unless there is a 50 - 50 chance of success; that is, some assurance that the project will make a measurable and significant impact on a critical problem, if only in a limited area.

C. The target area for future federal educational funding will be the inner city schools.

D. There are being sought, from the local educational agencies of a limited number of selected inner cities, proposals for prototypes of innovative and creative educational programs. These programs must be comprehensive; encompassing the whole gamut of educational and related activities, from the pre-school period through job placement of high school graduates or the transition to institutions of higher learning.

E. Any proposal submitted must provide for, and evolve with, the joint efforts of school professionals and community representatives working in a meaningful "partnership" at the grass roots and preliminary levels of discussion.

F. The comprehensive plan must focus all available community resources on a limited area to the end that a concentration of inputs will strike a telling blow at some of the critical educational problems of the inner city schools. Ongoing funded programs should be critically examined and evaluated, resulting in the possible re-direction of funds to sustain the all-out attack on the target area. The available Title III funds that may be released as a result of an accepted proposal are to be considered "seed money" or a "pump-priming" device.

II. Upon returning from the Washington Seminar, John Coakley and Peter Ingeneri prepared a "digest" of the Seminar speeches and proceedings based upon their notes. This "digest" was completely discussed by the five Boston representatives who had attended the Seminar to make certain that it presented an objective and accurate account of what had transpired. In this connection, the copy of Nolan Estes' speech mailed by Lee E. Wickline to all participants in the Central Cities Task Force Seminar proved most informative and helpful. It was the general concensus of opinion among the Boston participants that Nolan Estes' speech, as much as any speech delivered, gave a very clear indication of the "do's" and "don't's" of any acceptable proposal.

III. Once it was agreed that the "digest" of the Washington Seminar was a valid document and presented a reasonable, complete and accurate statement, its contents were communicated to the Superintendent, representatives of the Board of Superintendents, representatives of the Office of Program Development, and other concerned Boston officials at a meeting in the conference room of the Office of Program Development on March 25, 1968. Boston's desire to participate in the preparation of a proposal of the type solicited by the U.S.O.E. was confirmed at this meeting.

IV. During the period March 26 through March 28, information on educational and related programs operating in the Boston Public Schools and funded federally or through sources other than local taxes was compiled. This information was used to prepare a chart giving a reasonably complete picture of funded programs in the Boston Public Schools. Wherever possible, there was indicated the title or brief description of the program, the source of funds, the amount of money under which the program is currently operating, and the level at which it is operating.

A cursory examination of the programs pictured shows that they encompass the period from pre-school through post-graduate. These programs are summarized elsewhere in this proposal. This compilation will be made available to the School-Community Advisory Council* so they may have full knowledge of on-going programs as they consider new and innovative programs and also as they consider the possible re-direction of funds.

* Future reference in this document to School-Community Advisory Council is understood to mean a separate Council for the King Middle School and the Timilty Junior High School

V. At a preliminary meeting in the office of Mr. Joseph Carey, Director of the Office of Program Development, both he and Peter Ingeneri briefed three community representatives: Mrs. Toye Lewis, Sister Miriam St. John, and Mr. Melvin King on the proposal to be written by the Boston Public Schools as participants in the Central Cities Task Force. This briefing was very sketchy for nothing of a specific nature had as yet evolved.

At this same meeting, mention was made of the proposed N.D.E.A. Institute to be conducted at Boston University during the summer of 1968 in the area of school-community relations. The community members present were told their presence at the initial exploratory planning session between representatives of the Boston Public Schools and those of Boston University would be desirable and Mr. King expressed his intention to call Boston University in connection with the proposed institute on school-community relations.

VI. On April 1, John Coakley and Peter Ingeneri met at B.U. with Dr. Gil Wilson, Stan Wachs, and Paul Warren of the B.U. faculty for a general discussion of the type of N.D.E.A. institute we should like to see proposed on school-community relations. This was the only meeting of Boston Public School representatives and B.U. officials prior to the preparation and submission of the proposal on April 5. It has since been established that members of the Roxbury, North-Dorchester community met with Boston University officials to present their suggestions relative to the Institute.

As of this writing, it is not known whether the proposal has been accepted. If the Institute is conducted this summer, it is expected to contribute materially to the successful operation of the School-Community Advisory Council.

VII. On April 3, 1968, the first of six major meetings was held to lay the groundwork for the preparation of the program and proposal delineated on subsequent pages. The lists of participants presented in the Appendix show clearly the broad base of school, community, State Department of Education, U.S. Office of Education, members of the Boston School Committee, university, Regional Lab, business, industry, and other resources represented at these meetings. At this writing, continuing contacts are broadening this already broad base of representation.

Obviously, no meeting which brought together representatives of the groups and organizations outlined above could hope to achieve instant unity or unanimity of purpose, plan, and program. There were some hot moments. However, it was the generally accepted theme of all deliberations that precious time would not be wasted in dwelling upon past mistakes and sins of omission or commission, but rather that sights would be set up and forward to a future of greater understanding and truly cooperative effort.

The preparation of this document is testimony to the fact that the representatives of the organizations previously listed accepted the challenge and brought their initial effort to fruition: this proposal.

That this proposal constitutes a totally unprecedented approach cannot be denied. Not only is the program presented in the proposal innovative, but the innovation extends to the preparation of the proposal itself. The ideas and program components were generated, discussed, and ratified in open meetings. Indeed, the words of this proposal were written by many individuals representing the King-Timilty community, the Boston Public Schools, the State Department of Education, university representatives, the Regional Laboratory (E.D.C.). What the proposal may lack in smoothness of flow and well-ordered structure is more than made up for by the validity of the content insofar as it represents a meeting of the minds of a broad segment of our society.

Undoubtedly, parts of the program may require clarification and will be elaborated upon in subsequent proposals. What this proposal does represent is a step forward in the development of mutual trust and cooperation between school and community in the planning and implementation of educational programs to meet recognized needs; the creation of a mechanism (The School-Community Advisory Council) to effect on a continuing basis the planning and implementation of programs; and the marshalling of resources on an unprecedented scale to focus upon an area of critical need.

Peter J. Ingeneri
Central Cities Task Force
Project Coordinator

I. Abstract

A. Objectives: This planning and operational proposal is designed to develop a three-year operational proposal which will be a prototype of a comprehensive program. Included will be the following specific objectives:

1. The continued operation of a functional School-Community Advisory Council to plan and implement innovative educational programs.

2. The marshalling, and coordination of all available funding and service resources, focusing upon the target area.

3. The School-Community Advisory Council's designation of priorities and their continuous planning and implementation of programs to meet critical needs.

B. Activities and Procedures: A representative group of the Roxbury, North-Dorchester and South End areas were contacted and asked to consider the possibility of forming a School-Community Advisory Council which would in turn plan and implement certain innovative educational programs. This group indicated its wishes in a Position Statement (Appendix A) which basically indicated a desire to form a Council which would zero in on the Timilty Junior High School and the King Middle School. Six meetings have been held with representatives of the school community, school administrators and teachers, the State Department of Education and the U.S. Office of Education, and members of local universities and the regional educational laboratory for the purpose of developing an operating mechanism. Contact has been for the purpose of marshalling and coordinating funding and service resources with the State Department of Education, National Center for Educational Innovation, Harvard University, Boston University, Educational Development Center, the Boston Urban Coalition, and other sources as suggested by the affiliation of participants at the meetings.

The School Community Advisory Council will meet on a continuing basis for the purpose of designating priority programs based on the needs which are listed briefly elsewhere in this document under "Objectives" and in more detailed fashion in the Appendix.

II. The Community

The project will serve the Martin Luther King Jr. Middle School, located in the Roxbury - North Dorchester area and the James P. Timilty Junior High School, located on John Eliot Square near Dudley Station in Roxbury. Both the King Middle School and the Timilty Junior High School and their respective clusters of "feeder" elementary schools lie within the Model City Neighborhood Area selected as the target area for Boston's participation on the Model Cities Program. Within the Model Neighborhood Area, there are 9,000 public school students and four out of five are non-white. (The general population of the area is almost balanced racially.) This project proposes in some great measure to affect the education of the 1400 students in these two schools and in some later phases will directly affect up to 4,500 students with the inclusion of those children who attend "feeder" elementary schools. It will involve a significant number of all non-white public school students in Boston. Only two of the feeder elementary schools are close to being racially "balanced."[1] Of 25 school buildings in the Model Neighborhood Area, only seven have been constructed in the past 50 years. Thus, any successful changes in the project schools could be replicated in similar schools in the same Roxbury community or in other low-income areas of Boston. Therefore, while the project will concentrate resources on a limited number of students and schools according to the purposes of the Central Cities Task Force Program, it may eventually have

1. According to Massachusetts law any public school in which more than 50% of the student population is non-white is designated as racially imbalanced. All future school construction in Boston must consequently be related to achieving "racial balance.

considerable impact on public education in general in Boston, and perhaps in other urban areas as well.

The school districts involved lie along the northwestern strip of the Model Neighborhood Area reaching from Franklin Park to Dudley Station. This includes a large, almost purely residential area, on the Franklin Park end which changes to commercial property at the Dudley Station end. The population is 53% non-white, reflecting the loss of 20,000 white residents from the area, in the ten-year interval between 1950-1960. A quarter of the families had incomes less than $3,000, according to the 1960 census. Half of the housing units (10,154 out of 22,019) were designated substandard in 1960 with no public housing in the King district at all. The school drop-out rate for the Model Neighborhood Area is 36% higher than the city average. The high unemployment and low-skill employment figures indicate a desperate need to raise the educational levels of the residents of this area: unemployment at 8% is 1.2% higher than the city average, and 58% of employed men are low-skilled workers. Health statistics show higher infant mortality and death rates for the Model Neighborhood Area than for any other area in the city.

The two schools, with combined student populations of 1275, were selected because of the clear recognition by both the community and the Boston School Department that they are multi-problem schools. There have been serious breakdowns in community-school communications. Statistics show that many students do not perform up to the city-wide

norms, and do not successfully negotiate the transition to high school. The joint community and school planning groups established in the project will design programs to attract and concentrate massive resources on these two schools in an effort to improve community/school relations and the academic achievement of the students. Then, recognizing that the quality of elementary education directly affects the junior high education, the project will be expanded to include the feeder elementary schools.

The King Middle School and the Timilty Junior High School, the primary entry points for the project, are predominantly Negro. The King is 96% non-white while the Timilty is 98% non-white. In spite of a recent infusion of specially funded programs and a higher per-pupil expenditure rate than in some other areas of Boston, it is clear from the following facts that a still greater concentration of funds and programs must be marshalled to provide quality education for these children that will enable them to compete with their contemporaries either in the further educational endeavors or for satisfying employment opportunities. The Timilty school is in need of remodelling and lack showers and lockers. The student-teacher ratio at the King is good (22 students per class), and it is hoped that a stabilization of the faculty will see a reduction in the number of teachers classified as provisional or substitute, and that there will be a reduction in the rate of staff turn-over. The less-than-stable staff situation lowers the morale of the experienced teachers and militates against any unified continuous staff effort to substantially raise achievement levels. Combining this with the frequent

absences of students and their mobility from one district to another, the likelihood of real continuity in the students' education is materially reduced. One indirect purpose of this project will be to stabilize the staff situation in the hope that this will be a major step toward improving the morale of all concerned: parents, pupils, and teachers.

The School Department is impressed by the spirit and interest of many parent and community groups who have concerned themselves with the improvement of the public schools in Roxbury. A few of these groups are reflected in the affiliations of participants in the meetings of the School-Community Advisory Council held to date. These groups have been involved in initiating, planning, and organizing parental support for this project and will continue to work with the schools when the programs become operational. As the project develops, gaining maturity and stature in the eyes of both the school administration and the community, the base of representation, as reflected by the active involvement of additional groups, will continually expand.

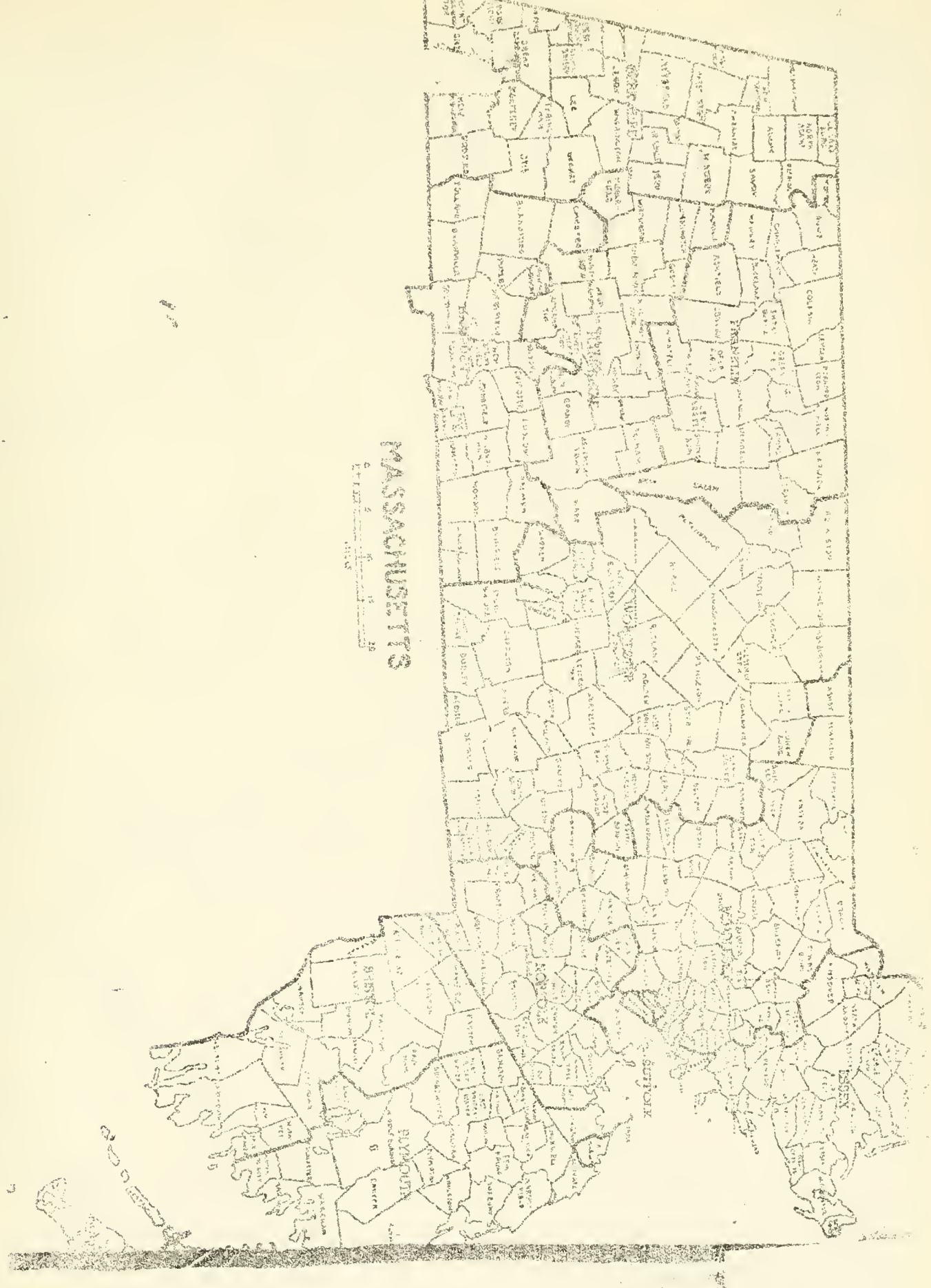
The maps that follow show the location of the two circled target areas in relation to the rest of Boston and also in relation to the Model Cities Area represented by the Triangular section in the center.

FEEDER SCHOOLS for KING and TIMILTY SCHOOLS

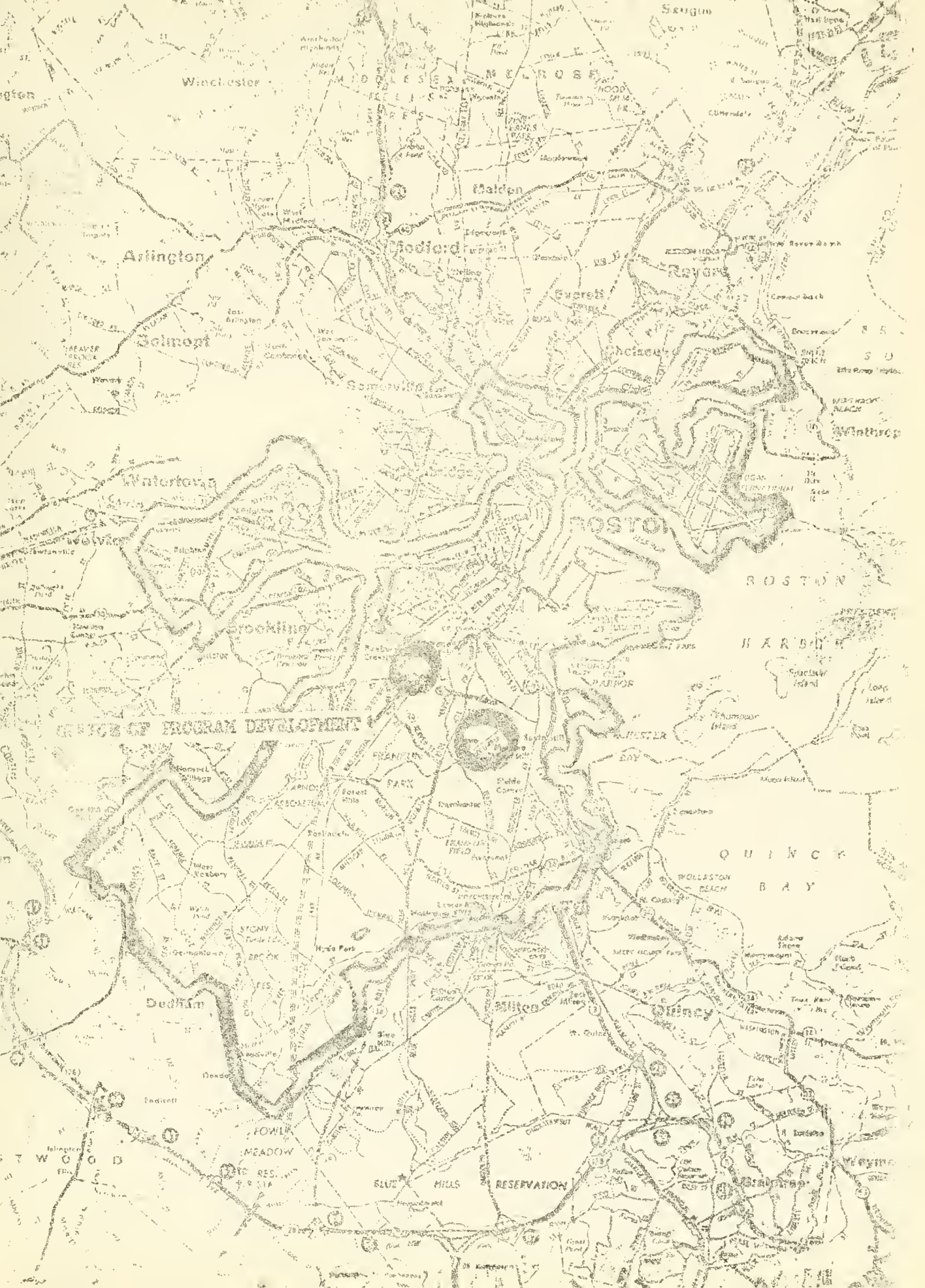
School	Grades	Student Population	% non-white
King Middle	6-8	687	96%
Brooks	K-5	395	95%
Baker	K-6	650	97%
Dickerson	K-5	407	98%
Gibson *	K-6	630	91%
Atherton *	K-3	200	
Winthrop **	K-6	440	84%
Fenwick **	K-5	300	83%
Hawthorne **	K-4	210	51%
Timilty Junior	7-9	588	98%
Dudley	K-6	240	95%
Dillaway	K-6	220	98%
Bacon	K-6	300	98%
Hale	K-5	250	94%
Tobin **	K-8	779	69%

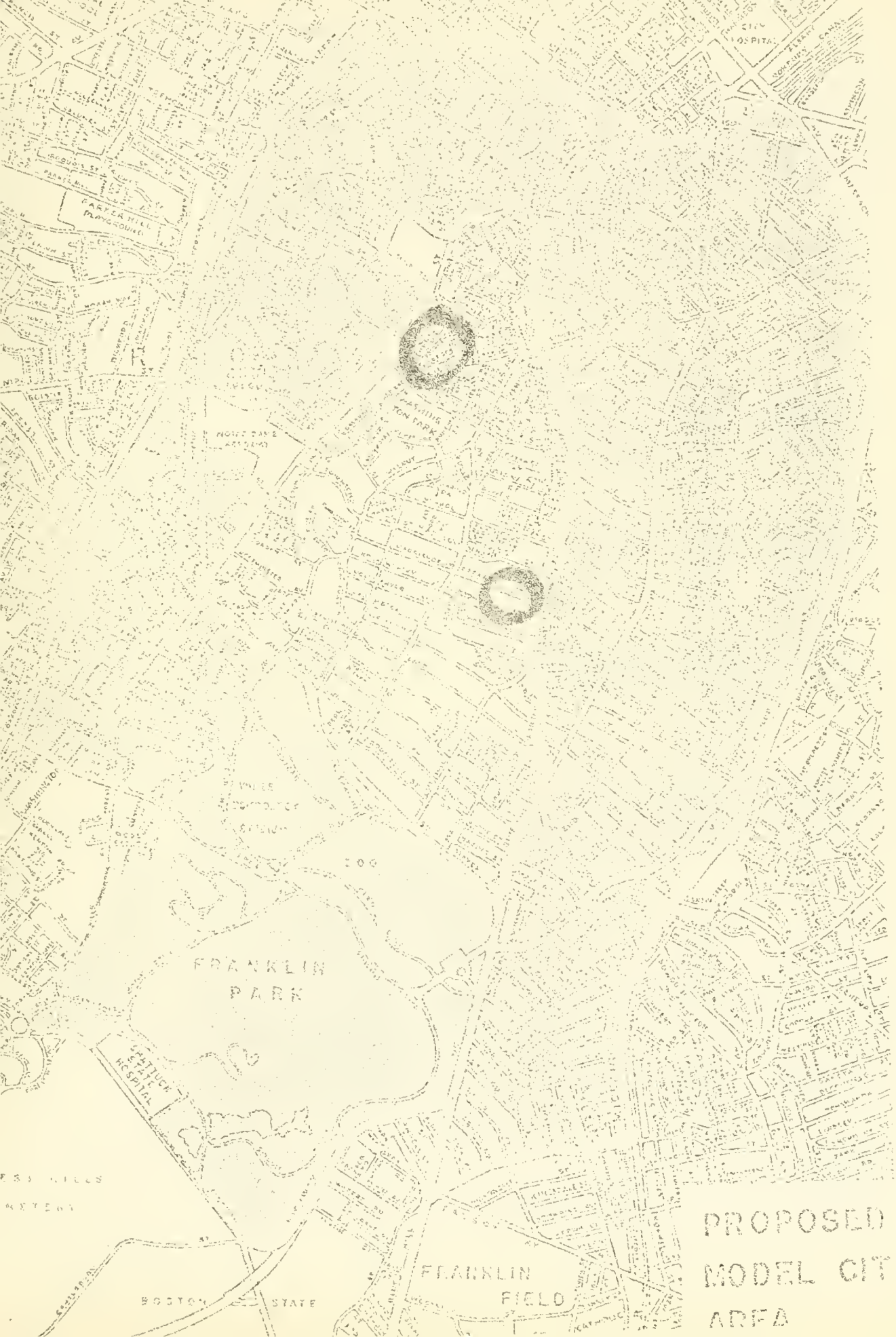
* -- to be replaced by a combined and racially balanced school in 1970.

** -- these are not the main feeder schools but do send a few students to the King and Timilty.



MAP OF MASSACHUSETTS (population 1965: 5,595,000)


Winchester
Malden
Medford
Arlington
Belmont
Everett
Revere
Winthrop
Watertown
Brookline
BOSTON
BOSTON
HARBOR
OFFICE OF PROGRAM DEVELOPMENT
QUINCY
BAY
Dedham
Milton
Quincy
FOWLE
MEADOW
BLUE HILLS RESERVATION



PROPOSED
MODEL CIT
AREA

III. Statement of Need

A. The King and Timilty schools serve two separate and discrete goegraphical areas. The educational and cultural resources available in each area, however, share a common characteristic: i.e., each area has a relatively large number of relatively small resource agencies, most of which are underfinanced and overextended. These educational and cultural facilities and resources are described in two parts.

The first part has been compiled by a sub-committee of the School-Community Advisory Council.

TIMILTY AREA:

1. Eliot Church Tutoring Program

OVERALL OBJECTIVES: Adult literacy program; tutoring -- all grades; recreation program

RELATION TO JR. HIGH: Tutoring, recreation

2. St. John, James Episcopal Church Tutoring-Recreation Program

OVERALL OBJECTIVES: Tutoring -- all grades; recreation -- teenagers

RELATIVE TO JR. HIGH: Tutoring in reading, math; teen program with a cultural angle, recreation in evenings.

3. Health Unit, Whittier Street

OVERALL OBJECTIVES: To provide neighborhood medical needs; main programs: well-baby clinic, infant and maternal care program, drug addiction clinic

REL. TO JR. HIGH All of above

4. Cabot Street Bath House

OVERALL OBJECTIVES: Unclear in past; now becoming an "after-school drop-in center"

REL. TO JR. HIGH: Will be staffed with community people as after-school drop-in center

5. Neighborhood Youth Corps

OVERALL OBJECTIVE: Encouraging students to stay in school; helping them with education if they drop out: (a) In-School Program, and (b) Drop-Out Program

REL. TO JR. HIGH (a) In-School: in public school, work after school; (b) Drop-out: go to Drop-Out School at Northeastern on Tuesday and Thursday and work the rest of the time for $1.30-40/hr.

6. Whittier Street Neighborhood Center

OVERALL OBJECTIVE: (a) Tutoring of children, mainly 1-6, few older, usually one one-to-one basis in homes for lack of space; (b) Credit Union; (c) Buying Club; (d) Headstart: 15 children, 1 teacher, 2 aides, to begin in fall; (e) operating base for the Lower Roxbury Community Corporation

7. Norfolk House

OVERALL OBJECTIVES: Settlement house, education and recreation for all age levels

REL. TO JR. HIGH Teen program; vocational training programs

8. Huntington Avenue YMCA

OVERALL OBJECTIVE: Recreation, education of all age groups, but particularly male

REL. TO JR. HIGH "Wheels" program: sends recreation workers out to other agencies (Orchard Park, Whittier, not sure about Norfolk)

9. Lower Roxbury Community Corporation

OVERALL OBJECTIVE: Negotiating with planners of high school

REL. TO JR. HIGH Summer program of cultural enrichment and work: last summer's Tot Lot Building Program for 15 boys, age 14-15, all from Timilty Jr. High; Summer Festival at Madison Park last summer -- art exhibits, BRA exhibits

10. Hawthorne House

OVERALL OBJECTIVES: (a) Create a mechanism for planned change in the community; (b) to establish patterns of community self-help and self-development, bringing together professionals concerned with urban problems and the people of Highland Park (c) to establish a model for a total community education center, pre-school to adult

REL. TO JR. HIGH: Job training programs for careers in the health services; curriculum resource center

KING AREA

1. Roxbury Multi-Service Center

OVERALL OBJECTIVES: To provide a range of services at a one-stop center, including legal aid, family service, and other projects usually found in separate agencies.

REL. TO JR. HIGH To provide social and psychological resource services to adolescents, perhaps identified at King School.

2. American Friends Service Community Relations Office

OVERALL OBJECTIVES: To provide assistance to community members with housing and other physical problems.

REL. TO JR. HIGH: Provide teachers with information useful to the development of a curriculum based on the problem of the local area.

3. Blue Hill Christian Center, Incorporated

OVERALL OBJECTIVES: To provide educational and cultural services to the community, including a youth program.

REL. TO JR. HIGH: Experience in organizing youth projects and providing supplementary educational services.

4. New England Community Development Corporation

OVERALL OBJECTIVES: To initiate self-help projects to serve the broad range of community needs, including day care and Head Start programs, teen-operated teenage programs, welfare advocacy, etc.

REL. TO JR. HIGH: Teen program; program for Head Start Parents could provide lessons for parent education program.

5. Operation Exodus, Incorporated

OVERALL OBJECTIVES: To increase educational opportunities for students in area, and to provide meaningful after-school programs for community youth.

REL. TO JR. HIGH: Tutoring; recreational programs emphasizing black culture.

6. Elma Lewis Arts Center

OVERALL OBJECTIVES: To bring fine arts programs directly to the community and increase community exposure to the best examples of local cultural offerings.

REL. TO JR. HIGH: Programs in cooperation with Boston Museum of Fine Arts, Boston Symphony Orchestra, and other major cultural resources.

7. Neighborhood Employment Center

OVERALL OBJECTIVES: To increase employment opportunities for members of the community.

REL. TO JR. HIGH: Assistance in work-study placement, summer job opportunities, etc.

8. Freedom House

OVERALL OBJECTIVES: To facilitate neighborhood involvement in urban renewal and provide programs for various interest groups in the community.

REL. TO JR. HIGH: After-school cultural and recreation program for neighborhood youth.

9. Blue Hill Consumers Cooperative Center

OVERALL OBJECTIVES: To protect consumer interests and create programs to reduce the cost of living.

REL. TO JR. HIGH: Cooperation in consumer education programs relevant to real problems of the community.

The following part has been compiled for the Model Cities meeting held at the Timilty School, Monday, April 29, 1968. It indicates programs offered by the Boston Public Schools, by agencies and institutions located outside the Model Cities Area and by agencies and community groups within the Model Cities Area.

BOSTON PUBLIC SCHOOLS

In addition to the daily school program routinely provided for students in the elementary, middle and senior high schools, the following enrichment, innovative and adult programs are operating or being planned within the schools serving the Model Cities Area. (MCA)

1. Enrichment Program - A cultural enrichment and remedial education program which includes team teaching, field trips, specialist teachers in art, science, music, and diction. Sixteen elementary schools in the MCA participate in this program which is federally funded through Title I, ESEA, 1965. ($2,146,712 - city-wide budget for 36 schools, 67-68 school year)

2. Horace Mann School - Provides highly technical and specialized teaching to children with great hearing loss who cannot benefit from conventional class instruction. Pupils come from any city or town within commuting distance for nursery school through grade 9 instruction. In September 1967, BPS and Boston University began cooperation on a project entitled, "Educational Evaluation and Programming for Children with Auditory Disorders". This project is federally funded through Title III, ESEA, 1965 ($149,447). Its objectives are to provide educational evaluation, educational programming and individual educational services for children with auditory disorders as a basis for planning a new facility and as a model for other cities.

3. Computer Aided Instruction - This project was scheduled for implementation as of April '68. Its objectives are to identify techniques, procedures, and appropriate media for the use of technical aids (computer) in the instructional process. It is anticipated that a Roxbury school will be chosen for the site of this federally funded Title III, ESEA, 1965 project.

4. Adult Basic Education - Evening classes offered by certified teachers at the Jeremiah Burke High School on Monday and Wednesday evenings 7-10p.m. Approximately 200 enrolees attend one of three levels of instruction leading toward an elementary school diploma. Funds for this federally financed program Title III, ESEA 1966, will run out in June 1968. Proposals have been submitted for 15-20 daytime classes that would commence June 15 for 300-400 enrolees who would attend class 25 hrs/wk. The program would employ teachers and teacher aides and would include community people in an intensive pre-service training program.

5. Work-Study Program - Approximately 200 dropouts and potential dropouts in city junior high and high schools attend special classes 3 hrs/day and work during the other hours in part-time jobs. Approximately 50% of the students participating in the program live in the MCA. Federally funded - Title I, ESEA 1965.

6. Teacher Corps - A national program which trains teams of teachers to supplement regular teachers in schools of city slums and rural poverty. Two teams of 4 teachers each operate in the Timilty and Dudley Schools. Four teams are planned for the '68-'69 school year. Funding is through the EPDA. (Education Professions Development Act).

7. After School and Summer Programs

a. Aspire - federally funded after school program operating at Girls High School which offers enrichment and remedial experience in various subjects as well as homework assistance.

b. Serel - federally funded summer program which offers enrichment and remediation experiences at the elementary school level

c. Demonstration Subsystem Summer Institute - Teachers from the Boston Public Schools will be invited to participate in a assessment of the developmental class program of the Demonstration Subsystem to be conducted by the instructional and supervisory staff of the subsystem. It is hoped that effective innovative ideas will be disseminated throughout the school system by those teachers who attend. Teachers will receive a stipend for attendance and hopefully will be awarded course credits toward promotional ratings. This program will be financed by Title I, ESEA, 1965.

8. Adult Educational and Recreational Department

a. Adult Education programs are operated at the Boston Schoo of Business Education Tuesday and Thursday evenings from 7-10 p.m. Academic and Commercial subjects are offered at the Jeremiah Burke School on both elementary and high school levels. The diploma awarded at this school is equivalent to a day school diploma.

b. Civic Education Courses are offered to prepare foreign born for Americanization and Citizenship requirements. All of the above classes are routinely financed within the annual budget.

Programs Sponsored by Agencies Located Outside Model Cities Area

1. Project Head Start - Preschool enrichment program for children of lo income families. In addition to the education, health and social service components, strong emphasis is placed upon involving parents in the ongoing aspects of the program. This program is funded by OEO under Title II A, Section 221. It operates 12 months of the yea with some children enrolled in half day classes and some in full day Day Care centers. Approximately 350 children and families served in

MCA. ABCD has delegated operational responsibility to the APAC's but maintains a central supervisory staff for the program.

Location and Number of Classes in MCA

Roxbury-North Dorchester APAC

Orchard Park, 2 Ambrose Street, 2 D.C. and 2 H.S.
Hawthorne House, 42 Hawthorne Street, 2 D.C.
St. Cyprians Church, 1073 Tremont Street, 4 H.S.
Hilltop Center, 344 Blue Hill Avenue, 2 D.C., 4 H.S.
Tarts Nursery, 2 Holborn Terrace, 1 D.C.

Dorchester APAC

St. Leo's Church, 12 Bicknell Street, 2 H.S.
St. Mark's Episcopal Church, 73 Columbia Road, 2 D.C.

Jamaica Plain APAC

Bromley Hall, Lamartine Street, 2 H.S.

2. Associated Day Care Services - A private non-profit association of five Boston Day Care centers which are staffed with professional and non-professionals trained in Early Childhood Education. Mothers are charged according to income on a sliding scale and funding is through United Community Services.

Centers in MCA
Ruggles St. Nursery School, Ruggles Street Baptist Church, 159 Ruggles Street, 445-1250 (Thirty children)
Sunnyside Day Nursery, 330 Dudley Street, GA&-4300 (Sixty children)

3. School Volunteer Project, Council for Public Schools - About 300 volunteers of all ages and backgrounds are aiding in supplementary programs in 34 Boston Public Schools. Programs offered include seminars on Negro history, geography, and science and tutoring for non-English speaking children.

4. A Better Chance (Talent Search Program) - A national program which tries to identify talented junior high and high school students from minority and low-income families and place them in private boarding schools across the country on full scholarships. Approximately 20 Roxbury youths are currently involved in the program.

5. Educational Enrichment Program - Recruits promising inner-city children for summer supplementary classes in English, math, science, and the arts of Greater Boston private schools. Some children also participate on Saturdays throughout the school year. Privately and federally funded ($90,000, Title I ESEA) and sponsored by the National Association of Independent Schools.

6. Odwin (Open Doors Wider in Nursing) & Medical Committee for Human Rights - Health Careers - Two committees of medical professionals who have volunteered to recruit and assist low income and minority group persons in Boston into the nursing and medical professions. They provide tutors, and through a foundation grant, pay summer school tuition at B.U. for a supplemental program for high school seniors.

7. Center for Educational Development - Northeastern University. A center which brings together the resources of the university to help develop and implement solutions to urban educational problems. Its programs include:

   a. Northeastern Laboratory School - recruit enrolees 16-21 years from Neighborhood Youth Corps program. Currently 280 students are participating in the program which is funded by OEO.

   b. Teaching Intern Program - developmental reading program administered by undergraduates of the university who work in six junior and senior high schools in Roxbury and Jamaica Plain.

   c. Summer Institute for assistance in reading open to elementary and high school students.

8. Upward Bound - Aimed at motivating low income high school students toward college careers. Students are recruited through the public schools and community agencies for a summer residential program and follow up activities throughout the school year. Funding is through the Office of Economic Opportunity.

Area colleges that serve students from the MCA

9. Catholic Metco Program - Archdiocesan Commission on Human Rights. Recruits Roxbury students for placement in parochial schools throughout the archdiocese. In the school year 66-67, 88 elementary students participated; this year 250 elementary and secondary students are involved.

10. Metropolitan Tutorial Council - Operates as a coordination center for tutorial programs spsonsored by agencies and institutions throughout the Metropolitan Boston Area. A directory of all tutorial programs is presently being compiled and is scheduled for completion by midsummer.

11. Urban Coalition Task Force on Education - A committee of business leaders, educators and community representatives from the Greater Boston area working to develop new strategies and to bring new resources to bear for the improvement of urban education.

12. Project for Adult Literacy - One to one tutoring in reading and writing by 200 volunteers in 14 Greater Boston Centers. Evening sessions twice weekly are available to those who have attained a 6th grade reading level. Funding is through OEO. In the MCA there are centers in:
First Church in Roxbury, 14 John Eliot Square
Hilltop Day Care Center, 344 Blue Hill Avenue
Shaw House, 612 Blue Hill Avenue

Programs Sponsored by Agencies and Community Groups WITHIN MODEL CITIES AREA

1. Community Schools - Black parents have organized several small private schools to more adequately meet the educational needs of their children. Staff is recruited from the community whenever possible. Most groups are advised by professional educators from Boston area universities, and innovative curriculum and materials are used in the classrooms.

   a. Roxbury New School for Children - An integrated experimental school serving 83 children in kindergarten through fifth grades under the direction of a Board composed of parents and community representatives. Parents are employed as teacher aides in the classroom. A summer enrichment and recreation program is planned. Financed in part by a grant from the Ford Foundation and contributions from private sources.

   b. Roxbury Community School - Non graded school serving 48 children in kindergarten through grade 2. The Board which directs the school is composed of community people mainly parents. Funding is through a private foundation.

   c. Hawthorne House Model Community School - An elementary school being set up by Roxbury parents in collaboration with Education Development Center (E.D.C.) of Newton. The school is scheduled to open in September '68 and will serve children in preschool, kindergarten, grades 1,2,and 6.

2. Committee for Community Educational Development (CCED) - A group of 33 professional educators and Roxbury residents who have formed a non-profit corporation for the purpose of developing an experimental state supported school. The school will be operated by a Board composed of community residents which will answer to the State Board of Education. CCED hopes to serve approximately 2,000 children by fall of 1969. An initial grant of $25,000 was awarded by the Ford Foundation for the proposal writing stage.

3. Community Education Council - A newly formed organization representing 37 Roxbury area agencies. One goal is to set up a community school board, independent of the Boston School Committee. The board would include parents, community leaders and other residents of Roxbury, South End and Dorchester.

4. Operation Exodus - This program has been referred to in the previous part (page). Originally a busing program for children in over-crowded Roxbury schools who were transported to schools in other districts of the city. Presently 950 children are participating in the busing effort. The program has since expanded into a number of other areas, including tutoring, enrichment and African culture. Plans are underway for renovation of two buildings to serve as an educational complex. A federal grant provides funds for research; all other funding is through benefits and contributions.

5. METCO -Metropolitan Council for Educational Opportunity) - A federally funded busing program for 425 Negro inner-city youths who attend schools in 16 suburban communities. It is anticipated that the number of participating communities will expand for the coming school year.

6. Boston Area School Placement Program - Operates under the sponsorship of the Bridge Fund, Inc. for placement of Roxbury and Dorchester students in Greater Boston private and parochial schools. Approximately 315 children are participating this year.

7. Roxbury Educational Development Corp. - Trained volunteers from the Roxbury community operate a tutoring and enrichment program for children with dyslezia. Approximately 15 children are currently participating in the program which is financed through contributions.

8. COPE (Center for Opportunities for Progress in Education) - A free educational counseling center staffed primarily by professional counselors from admissions and financial aid offices of about 25 Greater Boston area colleges and universities. Federally funded.

9. Opportunities Industrialization Centers, Inc. (OIC) - Community operated skills center which recruits, trains and locates employment for hard core unemployed members of the community. All recruited by OIC must participate in their Feeder Program which provides classes in English, math, minority history and consumer education as a preparation for specific job training. Federally funded.

10 Tutorials - The following centers and APAC's are known to be operating tutorial after-school programs. Some have been identified in the previous parts as well.

Cooper Community Center
St. James Educational Center
St. Ann's Episcopal Church
Whittier St. Service Center
Roxbury Boys' Club
St. John's Episcopal Church
Exodus

Roxbury-North Dorchester APAC - Educational programs are coordinated through an education director. A tutorial program for 55 elementary and junior high school students is operated at the Whittier Street Service Center. Students from Northeastern University serve as Tutors two afternoons a week.

Dorchester APAC - Educational programs are coordinated through an education director. An adult education program is operated at St. Mark's Episcopal Church for 29 participants. In addition a tutorial program is operated at St. Mark's and St. Leo's Churches which serves 15 children.

Jamaica Plain APAC - Educational programs are coordinated through an education director. Approximately 75 elementary and high school students participate in an after-school tutorial. In addition, study hall and library facilities are open to all.

11. New Urban League - Serves as a clearing-house for information concerning educational programs and opportunities in the community. The following programs are coordinated by the education department of the League:

1. Parent Education Program - series of weekly evening sessions to acquaint parents with relevant educational issues and information about public school operations.

2. Direct Service Program - provides assistance to children and parents who experience difficulties in their relationship with the public schools.

3. Afro-American Community College - offers classes in developmental math, English and Negro history in conjunction with OIC.

B. At the time of the second meeting of the School-Community Advisory Council, community representatives were asked to select the site or the geographic area which in their estimation presented the most critical educational problems. It was made known, at that time, that the C.E.C. (Community Education Council), representing 37 Roxbury, North Dorchester and South End community organizations would hold a meeting to determine that site. Their decision was communicated to the Boston School Department representatives in a Position Statement (Appendix A). That statement identified the target area as the geographical area that encompasses the King Middle School and the Timilty Junior High School.

Subsequent to that communication from community representatives, a list of specific needs as seen by representatives of the Timilty Junior High School were presented at the fourth meeting of the Council on April 23. At the same time, representatives of the King Middle School submitted a document entitled "The Campbell Coalition", listing what the community considered the top priority needs of the King Middle School (formerly the Campbell Middle School), and suggesting a vehicle to meet these needs. At this meeting, members of the faculties of both the King and Timilty Schools were present as were the principals of the two schools. The list of Timilty "needs" and the Campbell Coalition were discussed at this meeting.

However, since a unified program is contemplated to serve the needs of those two schools, and ultimately the "feeder" schools for the King and Timilty Schools, a meeting of the school and community representative for the two schools met in the conference room of the Office of Program Development on April 29, 1968. At this meeting, and with the assistance of Spencer McDonald of Harvard, a meeting of the minds was reached on a composite set of "needs" or objectives. These are presented in Section IV of this document.

C. The geographic areas in which both the King and Timilty Schools are located is in the Model City, Title I, and GNRP (urban renewal) target areas. This indicates immediately that financial resources in these areas do not promise a speedy solution to the educational, economic, and social problems present there. The extent of inadequacy of financial resources is shown in the 1967-68 Title I application. The figures for the percent of students considered disadvantaged (coming from homes in which the annual income is less than $2,000 a year) is about 25% for both schools. At the time the application was submitted 221 of 884 Timilty School students and 193 of 773 King School students were in the "disadvantaged" category.

Boston is ringed by a host of suburban communities which, to varying degrees, may rightly be considered affluent. Brookline is an example of one affluent suburb contiguous to Boston. If one were to use a cutoff point of $3,000, rather than $2,000 only 9% of the entire Brookline student population could be considered disadvantaged.

Tax valuations and tax base also demonstrate a considerable gap between Boston and Brookline. Boston, with a public school student body of approximately 93,000 has a taxable base of $1,368,025,100 with tax-exempt valuation amounting to $1,117,719,200. For Boston, nearly as much property is tax exempt as is taxable and the balance is becoming daily more unfavorable in terms of an increase in tax-exempt property and a decrease in the tax base.
Brookline, on the other hand, with student body of approximately 7,000 has a taxable base of $238,680,000 with $62,624,350 tax exempt valuation. The per capita tax base is approximately $14,726 for Boston and $34,127 for Brookline.

At the present time, the Boston real estate tax rate is $117.50 per $1,000 of valuation. School expenditures account for approximately 24% of the taxes thus raised. With an anticipated rise in the Boston real estate tax rate, it is obviously fast approaching the confiscatory stage. As middle-class Boston residents continue to move to the affluent suburbs and tax-exempt institutions continue to expand their operations and holdings within the inner city, it is clear that the financial outlook for the taxpayer will get much worse before it gets any better. Thus, additional funds must be forthcoming if a significant impact is to be made on the critical problems of the target area designated for this proposal

At present there are regular day enrichment programs and summer enrichment programs under Title I, in this area. In addition, these and several other funded programs fall far short of the massive comprehensive assault dictated by the gravity of the educational and economic deprivation in the target area.

Therefore, it is to be hoped that the Title III funds hopefully to be released by the Central Cities Task Force Proposal for Boston will serve as a catalyst and precipitate an unprecedented marshalling of untapped community, business and industrial, university, foundation, and other resources to mount the large-scale assault that will hold high promise of success.

IV. Objectives

The problems of inner city schools that serve largely disadvantaged and minority group populations are beginning to command the interest if not the resources that will be necessary if vast numbers of children are to be afforded anything like equal educational opportunity. The diversity and complexity of these problems are matched by the confusion and uncertainty among professional educators, government officials and interested lay parties, as to what can and should be done. We are short on knowledge, there is keen competition for scarce resources, and events have in some measure foreclosed options that might have been promising even a year or two ago. Thus, in many cities, "compensatory education" programs initiated with such high hopes are becoming suspect among those they are designed to help. School departments, not used to encouraging any sort of "interference" from outside parties, are now confronted by demands for "community control" or at least for decentralizing the control of schools within their jurisdiction. The climate is such that, even where good will is present in the school administration and in the community, what is considered a novel and significant overture by one party is frequently dismissed as an empty or now irrelevant gesture by the other.

It is becoming increasingly evident that in many urban areas, community residents are or feel so estranged from the schools their children attend, and from the administrative setup that operates these schools, that intelligent, bonafide efforts to improve the educational environment of those schools are destined to fail or even to be rejected out of hand unless they are developed simultaneously with serious efforts to encourage and maximize the participation of parents in decisions that affect their children. What is desperately needed in these situations is the development of a process whereby interested parties from the schools and from the community can be brought together to plan and work together for the mutually-desired welfare of the children.

The Boston School Department's project in the Center City Task Force Program is specifically designed to meet this overriding need. The project's two general objectives are stated briefly below:

1. The project will be a concentrated effort to improve community-school relations through involving parents and other community residents in the education of their children; and will specifically encourage parents to participate in decisions about the schools their children attend.
2. Through this co-operative School-Community effort, a system of educational programs

will ultimately evolve for the community in which the project schools are located that will serve pre-school age children, school-age children (K-12)and adults. These programs will be designed to meet the particular needs of this community. Parents, other community residents and school representatives will participate cooperatively and actively in determining these needs, and in planning, implementing and operating the educational programs. Every effort will be made to draw on the resources represented by residents of the community as well as outside the community in developing the project.

3. One major objective that will permeate the entire planning and operational phase of the program will be the opening and proliferation of avenues of continuous and meaningful communication within the community, within the school department structure, and between school and community. We need not elaborate here upon the absolute necessity of constant communication among all persons and organizations concerned with the educational welfare of children, to

avoid misunderstandings, to give impetus to evolving educational programs, to enlist a broadly based support for well-understood programs, and to foster that spirit of harmony that will most assuredly evolve, with time, from a "grass roots" working partnership.

To achieve these objectives, two priority actions will be taken immediately:

1. Community-School Advisory Councils having the full sanction of the Boston School Department and the Boston School Committee will be established to serve the Martin Luther King Jr. Middle School and the Timilty Junior High School. For the King Middle School the Council will consist initially of the "Coalition" presently functioning informally with members of the Boston School Department. (This group is made up of representatives from the teaching and administrative staff of the King School, Operation Exodus, Inc., Pathways to Identity Project, The King Home and School Association, and the OMEC of the Harvard Graduate School of Education.) For the Timilty School, the Council will consist initially of representatives of the teaching and administrative staff of the school, representatives

of community agencies, parents, and other resource agencies they may wish to have assist them in preliminary planning for the project. Both these groups are already functioning, and can call on other sources for technical assistance such as the State Department of Education, the New England Regional Lab (EDC), the regional office of HEW, or various colleges and universities.

2.(a) It will be necessary that these groups be provided with funds as soon as possible that they may choose and purchase other technical assistance that will be necessary for second stage planning of operational program components. This is indicated in the financial section of this document.

(b) Funds will also be necessary to mount an intensive summer campaign to organize parents in the area of the two clusters of schools to insure the broadest possible degree of community participation in the developing project. When this effort has had a chance to produce results, elections will be held that will either ratify the present community representatives on the Advisory Councils or make way for new and/or additional members. The Councils will expand as soon as possible to afford membership to parents and teachers in the feeder elementary schools. Funds for this activity have also been allocated in the financial section of this document.

Programs and structure must be able to create such change within the schools as will improve the effectiveness of present educational offerings and stimulate community interest in the schools. The desires of the community Coalitions and subsequently,

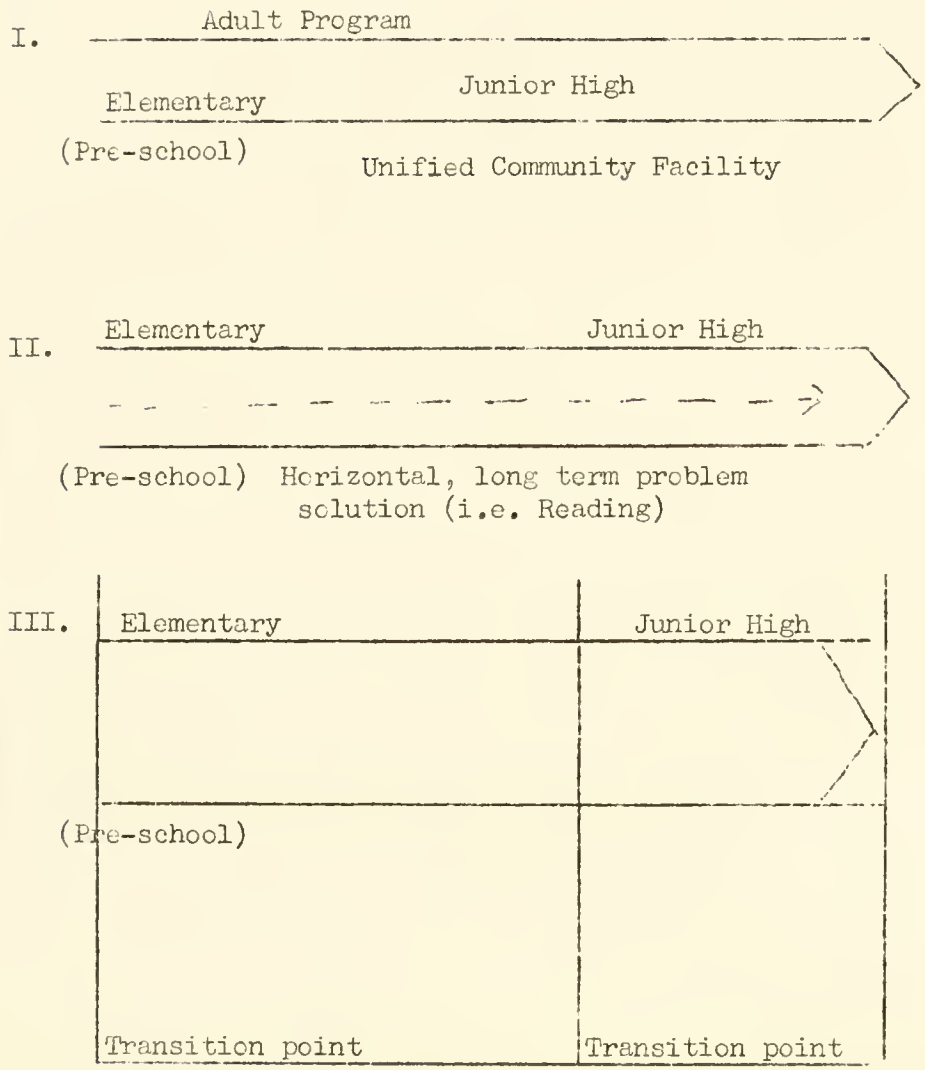
the Community School Advisory Councils, can be expressed smoothly and effectively through three interlocking structural points of view. (See attached chart.)

First, it is proposed that the junior high school and its constellation of elementary schools be viewed as a unified educational and community resource facility. This must ultimately involve problem-solving for children from pre-school to post-junior high in both academic and social ways and simultaneously, involve the childrens' parents and other members of the community in arriving at these solutions. Just as a unified plan of involving the community in the solution of academic problems must be devised, so must there be involvement of the school in community problems. This implies a staff and a physical plant equally accessible to the community, with a program which provides and creates new possibilities for communication and co-operation between the community and the school.

Second, it is proposed as an integral part of program structure, that there be a horizontal application of solutions to problems. For example, the Advisory Council may well agree that one major problem in both school constellations is reading. Therefore, the Advisory Council's solution may well be developed horizontally in this manner: reading readiness for pre-school children with reading teams in the elementary and junior high schools and special remediation at all levels. The program might include teacher training, the training of reading teacher aides and of student tutors within the school itself. Parents could be trained in seminars in techniques of improving reading skills. This type of intensive attack on a specific but universally manifested problem could be designed to create solutions to other curriculum deficiencies; a comprehensive para-professional training and placement program; or an intensive counselling and student personnel service.

Third, the passage of children from pre-school to junior high school is seen as a continuous process within which, nevertheless, there are certain troublesome transition points. The necessity for intervention is shown symptomatically as drops in attendance the first year of junior high school, or extreme boredom exhibited by former Head Start students in kindergarten. These symptoms reveal the difficulties children may have in the transition from one educational mode to another. If these are not recognized and assistance is not provided, they can become critical factors in the child's future performance and adjustment. Thus, the third kind of programmatic structure would focus on these transition points: pre-school to elementary, elementary to junior high, junior high to high school. This listing of three transition points is not intended to exclude a most important fourth transition point: the transition from high school to higher education or to the world of work. There is no question that the Advisory Council members will address themselves to the consideration of steps that may be taken at the junior high or middle school level that will greatly increase the number of students moving ahead to higher education, and make smoother the transition of others to worthwhile and satisfying employment.

These three points of view on programmatic and structural change in the King and Timilty constellations should necessarily interlock and reinforce each other to form a coherent and effective overall program for the improvement of these schools, and ultimately, the "feeder" schools in this geographic area.



1. Schools as community facilities
2. Creative Arts Center
3. Physical training
4. Adult programs
5. Social Services

6. Basic Skills
7. Counselling
8. School as training facility

9. Special supportive efforts at transition points.

On the preceding sheet is presented a diagrammatic view of the interlocking structure and program that will shortly evolve in this project. Education from the pre-school period through the middle or junior high schools is seen as a continuum; much of this process takes place in a building that serves the community as a more general public facility, and perhaps as a center for a variety of social services. Then, learning programs in the basic skills areas and the counselling function in the broad sense are seen to be closely related, evolving from long term, continuous planning, and subject to periodic evaluations and revision. Finally, at least three transition points are assumed pre-school to school entry; elementary to middle or junior high school; middle or junior high school to high school when there must be additional support for a significant number of children.

As indicated earlier in this section, the School-Community Advisory Councils will require funds that they may choose and select individuals and/or agencies that can provide technical assistance for the second stage planning of operational program components. The point has been made most strongly by representatives from the community during the planning meetings for this project that they wish to be able to discuss objectives thoroughly with professional educators and others prior to committing project funds to any actual program components. The community representatives most emphatically do not want to be presented with the pre-packaged program components. The School Department and the United States Office of Education are in full agrrement with them on this matter.

Therefore it is proposed that a sum of money be earmarked immediately that will permit the two Advisory Councils to communicate with and meet with individuals and agencies of their choosing. The purpose will be to identify professional and non-professional expertise that will be useful in planning operational programs components. Presumably, some of these individuals and/or agencies would continue their involvement throughout the operational phases of the project. This activity should begin as soon as possible, surely by early July. The $12,000 indicated for Consultant Services in the Central Office Budget will finance this operation. Any funds not expended directly on this activity could then be applied to operational costs or be kept available for further contacts with sources of technical assistance or for planning.

An example of the type of meeting or activity that would require the services of outside consultants follows:

Both community groups have indicated that they recognize that the problem of Reading is central to the educational prospects of their children. It is clear that difficulties with reading begin very early in a child's school years, and that prevention in as far as it is possible is more effective than remediation. The community groups would like to invite experts in reading to a series of meetings - first to gain familiarity with different types of reading programs used in various school systems, and second to plan a developmental reading program that would effect students from the early years through the junior high-middle school years. Such a program would require the long term involvement of university people as well as other specialists, and would call for a concerted in-service training opportunity for experienced teachers. It will be necessary to have funds to convene these meetings, and to have funds available so that commitments can be made to experts whom the community groups select to participate in the program when it becomes operational. Standard consulting fees will be paid, and funds will be used to purchase samples of various reading materials, etc.

The following explains briefly the budget item for "Community Education and Orientation".

As indicated in previous planning sessions, one of the major concerns of the community groups and of the school officials is that of community participation. It is considered that the organizing of parents and community representatives with sufficient funds made available to the

King Coalition and the Parents' Education Committee is one of the top priority activities for the summer. The outline below lists the chief objectives and briefly delineates organizing procedures.

OBJECTIVES

1. To create awareness and knowledge of the project (School-Community Advisory Councils) in the community.
2. To identify parents and community representatives interested in a united and continuous effort to improve their children's education.
3. To organize groups around specific educational concerns, and create a communications network within the community for dissemination of project information.
4. To provide a base of active support and active participation in the project.
5. To create a nucleus of trained community organizers as a future resource.

PROCEDURES

Time schedule -- mid July to early September

1. Training course for organizers - 1 week
2. Organize parents of junior high students first.
3. Organize parents of elementary students and general community.
4. Inform other community organizations and local business of project.

Programmatic Objectives

The following list of programmatic objectives is stated most broadly and not necessarily in any order of priority. It represents the concerns that recurred most frequently in discussions held by the two community groups and teachers from the two schools separately and then while meeting jointly.

1. The school as an accessible community facility: There has been unanimous agreement that the school buildings be available for a broader range of activities at hours more convenient for the community. This suggests new educational, vocational, and recreational programs which in turn would require additional personnel and physical facilities.
2. The inclusion of the creative arts as an integral part of education.
3. The inclusion of superior physical training program throughout the child's career in school consisting of: systematic physical conditioning activity, health needs such as nutrition and health services, general participation in competitive sports related to city-wide recreation programs.
4. Adult Programs
5. Social Services - The schools are seen as a logical center for the provision of social services on a neighborhood basis.

6. <u>Core Basic Skills</u>

   1. Reading and mathematics were stressed.
   2. Consistent reference was made to the need to include Afro American studies as a regular, continuing feature of the curriculum.
   3. There is strong general concern about "known standards" and some legitimate systems of "teacher accountability."

7. <u>Counselling</u>

   1. Many expressed view that community residents could serve very well in certain counselling functions.
   2. Reassessment of test scores and examining "special class" assignments was a general strongly-felt concern.

8. The School as a Continuous Training Facility for beginning Teachers, Experienced Teachers, and Auxiliary Educational Personnel.

   1. A need for deliberate "over-staffing" was related to 6,7, and 8.
   2. There was a very strong emphasis on "sensitivity training" as a requirement for all staff members in all schools as a part of the school's function as a training facility.

3. There was a strong consensus that beginning teachers spend some of their time in training working,directly in the community under the aegis of a community based organization.

4. Reducing faculty turnover is a major concern as is the recruitment of more Negro teachers.

9. Special Supportive Efforts at Transition Points

V. Procedures

1. The present Central-Cities Planning Group was formed informally on April 3, 1968, and has held six long working sessions devoted to the preparation of this proposal. The C.C.P.G. was formed by the issuance of invitations to a wide range of community groups that have been involved actively with education in this section of the inner city of Boston, as well as invitations to the various relevant parts of the school system and other interested institutions, such as colleges and universities, the New England regional education laboratory (EDC, The State Department of Education, HEW, etc.). While the attendance at each meeting has not been uniform, every interested party has been represented at each meeting, limited only by the availability of time. Every effort will be made to broaden the representation at subsequent meetings. Basically the community part of the Council has been made up of representatives from parent and community organizations based in the King-Timilty area, most particularly the groups known as the "Campbell Coalition" at the King School, the King Home and School Association, and the Parents Education Committee at the Timilty School. Representatives of these groups, but also including teachers and administrators from the two schools, have worked closely on the preparation of this proposal and have given their approval of its final draft.

2. This over-all project is seen proceeding by a series of stages or phases involving continuous growth and aevelopment, with a higher degree of structuring and specificity emerging from each phase. These phases are described on the following page.

PHASE I -- May 13, 1968 to June 30, 1968

After the submission of this proposal, the Central Cities Planning Group will continue to meet on its present informal basis, continuing to identify and specify needs and develop programs designed to meet those needs. Top priority will be given to the identification of qualified candidates for the postion of project director. The second order of business will be planning for the summer program of community, para-professional, and professional education and orientation. High on the list of priorities will be planning for continued physical improvement to the Timilty School. The basic school-community groups, as described on pages 21 and 22, will be the advisory bodies in each of the two schools, charged with formulating and forwarding suggested programs to the Boston School Committee for approval.

PHASE II -- June 30, 1968 to August 30, 1968

Assuming the approval and funding of this proposal, Phase II will begin and be divided into several parts:

1. The formal operations of the staff will be implemented; The Advisory Councils, as presently constituted, will be paid for their services. The Councils will have many working sessions throughout the summer specifically to develop plans and proposals for submission to the State Department of Education and the United States Office of Education on September 1, 1968. At the end of the summer, assuming that the community education and orientation phase has been completed, the two Councils will formalize their own organizations through democratically-held elections.

During this Phase, the School-Community Advisory Councils will consider ways and means of phasing some of the auxiliary

methods of selection for both school and community members and the precise decision-making process, especially in relation to the School Department and the Boston School Committee. The Council will make use of information gathered and developed during the other parts of Phase II in deciding on proposals and programs. The Council will also conduct an evaluation of existing programs such as those under Title I and Title III currently going on in this area, and will suggest ways that funds for these programs might be re-directed to have a greater impact in this area.

2. The NDEA Institute will be held in the community in co-operation with Boston University and will directly involve parents, community people, teachers and administrators who have roles to play in the operations of the School-Community Advisory Council and its programs. Also, a strong relationship will be developed with the Summer Institute at Boston State College for the training of teachers for disadvantaged Title I areas. Working relationships will be established with relevant parts of the Model Demonstration Sub-system, currently funded under Title I and operating in near-by sections of Roxbury, for the purpose of effecting greater and speedier transfer of worthwhile programs.

3. A local community group will be hired on a professional consultant contract to conduct an in-depth community visitation program in the King-Timilty area, sending interviewers and organizers out into homes, businesses, settlement houses; holding small and large group meetings at convenient locations. This effort will be aimed both at educating and

orienting the community at large to the spirit and basic ingredients of this proposal. The results of this program as well as ideas and programs emerging from the NDEA Institute, will be fed into the Council and form the basis for the proposal to be submitted on September 1, 1968.

PHASE III -- Sept. 1, 1968 - Jan. 1, 1969

Assuming the acceptance and funding of the proposals emerging from Phase II, this stage of the program will be a combination of continued planning and pilot operation.

1. Continued Planning. This will consist of the on-going operations of the Council itself and its staff, in the permanent form developed out of Phase II. Further needs and programs will continue to be developed, pilot programs will be supervised and evaluated. This part of Phase III will lead to the submission of further proposals on Jan. 1, 1969 for the fully operational program.

2. Pilot Operations. As soon as funds become available from proposals submitted on September 1, the pilot programs will go into operation. This will be evaluated by the Council, with the assistance of its Technical Advisory Committee.

PHASE IV -- January 1, 1969 - August 30, 1969

This, the operational phase, will see the institution of proposals submitted on Jan. 1, 1969, and their first full-scale trial in the schools. Evaluation and continued planning by the Council will result in changes and new proposals to be submitted on Sept. 1, 1969, for the following year's operation.

3. Communication and Dissemination

We see this entire proposal as an exercise in communication and dissemination of various kinds. It is, first, an exercise in communication between parents, community groups and the Boston Public Schools. It is secondly an exercise in communication among and between parents and various parts of the community, a way of pulling the community together for the express purpose of improving the education of its children. It is, thirdly and more specifically, an exercise in communication between parents and teachers, an attempt to establish a working dialogue based upon mutual trust between the two groups most intimately concerned with the children.

We see this project also as a model, a demonstration of how all of the interested parties in a community-school relationship can work together for the betterment of the education of children. As such, it should have high visibility within the city and be observed by, visited, examined by people from other parts of Boston, the State and the nation. Reports and evaluations will be prepared and made available for wide distribution.

While it is recognized that the School-Community Advisory Council will be the deliberative body and the vehicle through which innovative programs to meet identified needs will evolve, it is equally well understood that this group will avail itself of the expertise of those best suited to advise and recommend in specified areas.

The following is an example of the type of imput which might be fed to the Council in certain areas by an advisory group of research persons. It is presented in some detail to show the quality, depth, and breadth of material which could be used by the Advisory Council to make its meetings most productive, and accelerate the pace at which quality programs could evolve from its deliberations. This accelerated pace could be transferred to the implementation phase of approved programs and bring about more quickly the changes dictated by existing needs.

Development of Auxiliary Personnel

There is an obvious need for increased parental involvement in the Timilty Junior High School and the King Middle School. Such increased involvement will help the educational process in these schools in many ways. Many parents, while very much concerned about their children's educational welfare may have lacked either the knowledge or the means of implementing their concern and thus may have appeared apathetic. In order to meet these obstacles to parental involvement, it is proposed that parents be

trained during the summer of 1968 and employed as auxiliary personnel at the beginning of the 1968-1969 school year. The success of efforts to bring major change to the King and Timilty Schools will be greatly enhanced by involving auxiliary personnel in the initial stages of the program, after a prior period of training.

For the consideration of the Council, the following breakdown of auxiliary personnel and duties is suggested. These persons will include qualified parents and community people recruited in cooperation with the school, the Urban League, Parents Education Committee, Operation Exodus, and other concerned community groups:

1.	Aides such as:	Illustrative functions:
	General School Aide	clerical, monitorial, custodial duties
	Lunchroom Aide	serving and preparation of food, monitorial duties
	Teacher Aide	helping teacher in classroom as needed
	Family Worker or Aide	appointments, home visitation, escorting and related duties
	Counselor Aide	clerical receiptionist, and related duties
	Library Aide	helping with cataloging and distribution of books
2.	Assistant such as:	illustrative functions:
	Teacher Assistant	more relationship to instructional process
	Family Assistant	home visits and organizing parent meetings
	Counselor Assistant	more work with records, listening to children sent from class to counselor's office because they are disrupting class
	Library Assistant	more work with pupils in selecting books and reading to them

3. Associate such as:

Teacher Associate	more responsibility with less supervision by professional
Home-School Associate Counselor Associate Library Associate Social Work Associate	

4. Teacher-Intern such as:

Student Teacher	duties very similar to those of associate but with more involvement in diagnosis and planning
Student Home-School Coordinator Student-Counselor	

5. Teacher

Auxiliary personnel can move through the above stages of responsibility according to their increased experience and training. It is recognized that community people will enter the program at various points in the hierarchy and move through the stages over a period of three or more years.

The contribution which the auxiliary personnel could make to the school is clear from the list of functions they will perform. The benefit of their presence in the school to the students should be great. Where the rate of teacher turnover is high, auxiliary personnel will act as a stabilizing influence in the school. Students will readily identify with these adults from their own community and will look to them to provide models to their own development. The presence of auxiliary personnel in the schools will provide additional skilled adults who can give individual attention to the students needing it.

Some suggested ways in which auxiliary personnel may work directly with students are:

a. Taking charge of a small group which is working on a special project while the teacher works with another group.

b. Giving a pupil a chance to show he can do something well.

c. Encouraging pupils to help each other.

d. Interesting a restless pupil in some of the available activities.

e. Helping pupils learn how to settle arguments without fighting.

f. Talking quietly to a pupil who is upset.

g. Helping a pupil look up information in a book.

h. Helping pupils improve special skills (such as in sports, sewing, or dancing).

Auxiliary personnel could make significant contributions to lightening the work load of teachers by:

a. Preparing audio-visual materials such as charts, at request of the teacher.

b. Keeping health attendance records.

c. Checking supplies

d. Filing and cataloging materials

e. Operating equipment such as movie projector, slide projector, tape recorder.

f. Taking charge of pupils on various occasions, such as during lunch period, in hallways, on bus.

g. Checking playground equipment for safety.

h. Getting the classroom ready for the next day.

i. Running a duplicating machine.

Auxiliary personnel could provide a link between the school and the community in the following ways:

a. Visiting parents of children who are new to the school to welcome them to the school community.

b. Reporting to the counselor problems observed in home visits so that appropriate action may be taken.

c. Taking children to their homes when they become sick in school.

d. Talking with parents of children who have been absent or to such children and their parents together.

e. Working individually with a child who is too upset to remain in his own classroom and who is consequently sent to the counselor's office.

f. Helping to plan and organize parent meetings.

g. Talking with parents to find out how they feel about the school and reporting their reactions to a counselor.

h. Helping parents understand how children learn and grow, and relating this to the children's homework.

i. Answering the calls of parents and giving them information and referring them to the proper source.

The benefits to individuals participating in this program are many. Community people will receive on-the-job training and will develop saleable skills which will make them employable in other situations.

Negotiations should be carried out with Boston area teacher training programs in the immediate future to develop a special program in which qualified auxiliary personnel will receive practical credit, and course offerings which

will enable them to earn a B.A. or a B.S. in Education degree over a period of years.

Curriculum Suggestions and Rationale

A child who attends school at the King or the Timilty lives in two worlds. What relationship does one world bear to the other? In many cases, little or none. Five days a week, for about six hours a day, many children find themselves in an unreal world. Life as they find it is in many cases quite different from what they hear it should be, in school. A conflict may well develop in the minds of many of these children between what actually is, and what they are told it should be. To most children, the real world is what they see and experience before and after school.

It would be untrue to say that the out-of-school world of the child is better or more meaningful to the child than the in-school world - in some respects it is, in other respects it is not. The real tragedy in the school situation occurs when the child's school experience fails to cause him to identify problems and seek solutions; when it fails to cause him to examine his total situation and evaluate it; when it fails to make school relevant to his life experience. School cannot talk about making the child an agent for change in his own life situation, when it fails to deal with his life situation. The school fails if it talks about Martin Luther but not Martin Luther King; if it talks about George

Washington but not about George Washington Carver; if it talks about land reform in England but not the need for it in Roxbury; if it talks about the Russian revolution, but not the black revolution.

Social Studies and Language Arts recommend themselves strongly as vehicles through which a child can explore his own life situation, develop an inquisitive mind, pursue a problem solving approach, develop critical thinking, build communication skills, and find relevance in the whole process.

A contemporary social studies - language arts core curriculum approach allows the teacher to use the familiar world of the child as the starting point. A study of municipal government, e.g., need not start in the textbook, it might better start with a study of trash collection, or the lack of it, on Blue Hill Avenue. Before a class studies the Boston Tea Party, it might examine the trash dumping incident on the Mayor's doorstep.

In a social studies language arts core, early examples can be drawn from the everyday world of the child. The opportunity is present for comparisons with historical examples and for researching past and present literature. The world of the child can become the laboratory, as the child advances in his study, the walls of his laboratory will expand.

Efforts to revamp the school curriculum should not be confined to the social studies language arts areas.

All aspects of the school curriculum should be explored, including extra curricular and co-curricular activities. Nor should the redesigning of the curriculum be left up to one group - whether that group be teachers, administrators, parents, community people or school aids. As many groups as are concerned with the problems facing these schools should be involved in the process. A major function of the summer program should be to re-examine the present curriculum, to strengthen what exists where this is indicated; to change what needs to be changed; and to focus throughout on making education more relevant.

Pilot curricula developed through the Boston University NDEA Title II Summer Institute could serve as the basis for a one week workshop for all Timilty-King faculty, including teacher aides, prior to the opening of the schools. The following guidelines might serve as organizing elements:

(1.) The development of Social Studies-English Core Units focusing upon:

The Urban Complex
The Role of the Negro in American Life
The Role of Government
The Student as Consumer

The activities will simultaneously focus upon remediation activities and the development of critical thinking skills conducive to the handling of cognitive functions.

(2.) The development of materials conducive to the development of critical thinking skills. Activities will focus upon the production,design, and utilization of transparency materials and 8mm concept films; the utilization of audio-tapes as self-teaching devices, and the utilization and accessibility of commercially produced materials and equipment.

(3.) The development of alternative school staffing organizational structure, the development of flexible class periods, the development of units for individual study and student-peer teaching assignments; the identification of field-oriented hypothesis testing exercises.

Through following the preceding guidelines, program change and delineation of teacher and teacher-aide roles may be developed prior to the opening of school, increasing the chances for successful implementation of the program.

On-Going Evaluation and In-Service Education

In order to foster communication between the community and the school, the administration and the teacher, teacher and student, it is essential that each group be fully aware of their perception of each other. Initial written evaluations of each party by other parties could provide the basis for In-Service Teacher Training to be followed

through released-time programs under the current proposal and funds applied for through supporting legislation. Since pupil perception of teacher, and teacher perception of pupils has been found to be significantly related to pupil performance (Rosenthal, Cogan) the continuous evaluation of intergroup perception through utilization of sensitivity training sessions involving administrators, teachers, and teacher-aides will serve to identify problems in the educational programs of the target schools. Prior to the development of activities focusing upon the development and utilization of new materials, alternative teaching strategies, i.e., inquiry/inductive approaches and the development of projective techniques and alternative means of evaluation, it is deemed essential that all personnel involved in the education of the students attending the schools be given structural means to communicate with one another in order that stereotypes be broken down.

Weekly released time sessions will focus upon the aforementioned and strive to develop curricula relevant to the needs of the students. Through the involvement of all school personnel, sessions will meet the dual objectives of sensitizing teachers to the needs of the community and its children and to the examination of new foles for school personnel. The inclusion of para-professionals in teacher-group sessions may complement elements of the program seeking to establish means through which auxiliary personnel may move up the occupational ladder.

The following is another example of the type of community input that the Advisory Council will consider. It is an effort on the part of the New Urban League to spell out with some degree of specificity a program that could conceivably, in a form approved by The School-Community Advisory Council, become operative either at the beginning of the 1968-1969 school year, or soon thereafter. It is here presented verbatim:

PROPOSAL FOR ATTITUDINAL DEVELOPMENT COURSES TO IMPROVE THE INTERGROUP UNDERSTANDING BETWEEN SCHOOL PERSONNEL AND COMMUNITY PEOPLE AROUND THE TIMILTY AND KING SCHOOLS.

The Title III program in question should incorporate within its proposal, a program to increase the intergroup relations between school personnel and community persons involved in the overall program.

We therefore, propose that an in-service training program be instituted within the Title III project. The program should take the form of training institutes and provide subject matter to give school personnel a more thorough understanding of black-white relations and the life styles of low-income and minority group children. It is envisioned that this new knowledge will improve the attitudes and increase the abilities of school personnel to successfully provide educational services to pupils at the King and Timilty middle schools. Such institutes, with community involvement, would also increase dialogue and the opportunity for greater exchange of ideas and opinions between school personnel, parents and community people.

The training institutes should be held once each week in two-hour sessions for 10 to 12 weeks at the beginning of the school year. The appropriate time should be determined by the participants. Our suggestion would be between 3 and 5:00 P.M. and teachers should be paid overtime for participating in the program. Other participants, i.e. teacher aides, parents, students, etc., should also be paid a fee. The program should be required for all school personnel in the two middle schools and voluntary for teachers from the feeder schools.

In order to keep the institutes ata normal class size, it is suggested that the institutes be held separately in each of the middle schools.

CONTENT OF SEMINARS

It is recommended that a good intergroup relations curriculum should necessarily include all or a combination of some of the following topics:

1. A history of religio-ethnic organization and development within the United States. Slavery in the United States.

2. A fundamental indtroduction to intergroup relations with discussion of the numerous public and private agencies that function in this field, including: National Association of Intergroup Relations Officials, Commissions on Human Rights-city, state and federal, NCCJ, Urban League, etc.

3. A comparative analysis of the social and economic conditions of Negroes and whites and the differences in life chances between black and white families. (U.S. Department of Labor, HEW, Civil Rights Commission, etc.)

4. Information on available social services within the immediate community to widen the knowledge base of teachers so that they will be able to recognize problems presented by their students and refer them to the appropriate agencies for help.

5. The current issues in urban education with an explanation of the operation of the Boston school system and its relation to other social institutions, i.e. parochial schools, the Mayor's office, teachers unions, Mass. Negro Teacher's Association, etc.

6. Focus on the influence that the classroom teacher has upon the achievement or failure of children from low-income areas where the school room is often the major organized activity of the child's life.

7. A focus on the psychological dynamics of integrated situations between teacher and child, the child and his peers, the child and his extra-school environment. The need for more blacks in positions of authority as motivational factors for black children.

8. A look at the low-income minority communities through the eyes and experiences of community people, and definitions of the problems as they see them. (Involvement of pupils in this session)

9. An exploration of experimental approaches in teaching such as classes outside of the traditional classroom set-up, peer group learning, etc., that relates to the cultural background of the children in the Timilty and King schools and feeder schools.

In addition to the lecture series format on the above subjects, time should be allotted, either by blocks or in each session, for group discussion and interaction between the participants.

Finally, the training institutes should provide for an evaluation committee made up of teachers, parents and community people who have gone through the course to assess the program and make recommendations to the School-Community Board (or School Coalition) for change in the curriculum and other aspects of the operation of the school to reflect a greater intergroup pattern.

The training institutes should be designed and implemented by a team of paid consultants (resource people) recommended to the Boston School Committee by this School-Community Board (or School Coalitions). Materials for the institutes should be secured from colleges and universities, intergroup relations agencies and resource people who are experts in the areas of urban education and intergroup relations.

VI. Emphasis

The program represents a serious and concentrated effort to use a "grassroots" approach to the educational needs of an impacted area. Members of the school and community join in a cooperative endeavor to plan programs designed to remedy as many of the ills of school and society as feasible.

In addition to having teachers and community members plan the structure of the organization and to determine needs and priorities, this program is an effort to marshal a variety of funding sources and resource people for the purpose of intensively attacking the problems which have been already identified and which may be later identified and emphasized.

Finally, this program is designed to be comprehensive in nature as it combines existing programs in the school system with programs planned by the school and community with the cooperation of local universities, the local regional educational laboratory and other agencies.

Underlying the entire program are the concepts of communications and continuity: the maintenance (or obtaining) of understanding between school and community and other agencies, and the on-going planning process which allows needs to be identified and programs to meet these needs evolved, implemented, evaluated and refined.

Inherent in the program is the theory that the hope of urban education is dependent not only on the cooperation described above but also on the pride and participation of community members and teachers playing an active and cooperative part in shaping the course and destiny of their schools and their society.

VII. Planning

A. Although the proposed program has of necessity had to be planned very quickly, a substantial number of educational and cultural agencies have already been included in the planning. The Boston Central Cities Task Force (BCCTF) involves nine regional educational and cultural agencies operating in the greater Boston area. An outline of the ways in which these groups have participated and cooperated in the planning efforts so far, and of the ways in which they plan to participate in the future planning and implementation of the program is set forth below.

1. Office of Program Development (OPD) This now permanent developmental agency within the Boston public schools has the responsibility for operating as an experimental and developmental arm of the school system as a whole. As such, it has for the past two years been responsible for operating the Boston model subsystem, at both the elementary and secondary levels. The OPD has contributed a substantial number of its staff to the proceedings of the task force from the very beginning, including the regular attendance of its Director, Mr. Joseph Carey, at all of the meetings which have been held so far. The representatives of the OPD have contributed their ideas and planning skills, as well as providing its buildings and facilities, for the operations of the task

force. As the agency currently operating one of the more experimental programs in Boston, the OPD will continue to serve an important function carrying out this program. They will continue to provide ideas and planning systems, based on their own experiences and on the lessons learned in the middle school section of the model subsystem, now operating at the Lewis Junior High School. The office will also lend its previous experience in working with local universities and other public and private agencies, and in developing evaluation procedures for other programs previously funded under the Elementary and Secondary Education Act.

2. Education Development Center (Regional Educational Laboratory. Representatives of the Regional Laboratory attended the first conference of the Central Cities Project in Washington and have been in attendance at all subsequent meetings. The laboratory has offered its assistance and facilities in providing support to school system personnel in researching and developing integrated funding for the comprehensive program envisioned under the Central Cities Project, to community groups on the preparation of community recommendations, to the planning task force in the preparation of this proposal, and to all relevant institutions in the development of training and orientation activities of the staff of the Timilty

and King schools. At the request of the Central Cities task force, the laboratory has also provided memorandums specifying other possible sources of federal aid which could be used to supplement the Title III funding for this venture. As both a Regional Educational Laboratory, with experience providing resource support to urban teachers at the middle school level, and as a curriculum development organization with many years of experience in the development of innovative curricula EDC stands ready to continue to provide support for this venture at the request of the task force.

3. Boston University. Dr. Stanley Wachs of Boston University has been a regular participant of CCTF planning meetings. As the Director for the proposed summer 1968 NDEA institute for staff members from the King and Timilty, Dr. Wachs has also spent a great deal of time this spring developing, with the assistance of community members, guidelines for the involvement and integration of community members in the institute. The work of this institute will fit directly into the program which will be launched in the two schools in September of 1968, inasmuch as participants will be chosen primarily from these two schools, and the curriculum will deal extensively with the communities served by these schools and the planning of a new program for the academic year 1968-1969. The NDEA institute will not end during the summer but will provide followup activ-

ities for the participants during the academic year. It will be based in the community and its staff will include several members of the communities served. Dr. Wachs and Dr. Paul Warren of the Boston University School of Education have helped plan the proposal as it is currently developed, and will continue to help channel the institutional support of Boston University into this project as it is implemented.

4. Harvard University. The Office of Metropolitan Educational Collaboration of Harvard University has for some time been providing planning assistance to teachers and community members from the King Middle School. They have used their services to create a meaningful dialogue between school and community and have assisted the principal, the assistant superintendent for the district, and the community agencies like Operation Exodus, Inc., to develop plans for cooperative efforts towards school improvement. Representatives from the Office of Metropolitan Educational Collaboration and from Harvard's "Pathways to Identity Project" will continue to provide resource assistance to the task force and the continuing groups which grow out of it.

5. Model Cities Board. Mr. Dan Richardson and Mrs. Mary Goode from the Model Cities Board are participating in the CCTF. Their role will be one of increasing magnitude; as the projected proposal moves into operation, they will take

on some of the tasks involved in dessemination of information and ideas. More specifically, they plan to use the activities around and in the King and Timilty as models for other schools in the district, informing different groups from these other schools about the progress in the target area junior highs. They plan eventually to set up a School-Community Advisory Council which would be broader than the one proposed currently by the CCTF and which would include all of the schools in the area.

6. Operation Exodus, Inc. Operation Exodus, Inc., one of the strongest community groups concerned with the issues of education in Boston, is and will remain actively involved in the Central Cities Task Force. Three years ago Operation Exodus, Inc., making use of Boston's Open Enrollment Policy, began a program of busing students from Roxbury schools to less crowded schools in the Boston School District. More recently staff members of Operation Exodus began to work with School Department members and Harvard University to develop a plan for the King Middle School. The implementation of this plan will be their major concern over the next year. Mrs. Ellen Jackson and Mrs. Gwenna Cummings have represented Operation Exodus, Inc. at the CCTF meetings. As a major component of the King Coalition and a respected long-standing community group, they will continue to play an important role on any decision-making board that is formed

to oversee the implementation of programs for the King-Timilty target area.

7. Parents' Education Committee for Better Schools in Roxbury

This community-based group had for the past three years concerned itself primarily with problems in the Timilty Junior High School and are thus the major parent-community representatives of that school on the CCTF.

Representatives of this group, which has extensive community contacts in the immediate Timilty area, are currently actively involved in thinking out programs and procedures for the Timilty, specifically in the area of community involvement.

With consultant help from the Regional Lab and Boston University, several representatives of this group --- Mrs. Mildred Atkinson, Mrs. Queen Powell, Mrs. Mary Goode --- are developing ideas on how they can reach more parents from the Timilty area and involve them in significant para-professional roles in the school: i.e., teacher aides, librarian aides, administrative aides. Another area they they are considering is more significant student involvement. They, of course, report back to the CCTF and will serve on any decision-making body that grows out of that group.

8. New Urban League. The New Urban League has a very active education department headed by Mrs. Toye (Brown) Lewis.

Mrs. Lewis has worked with the community groups in the King area, helping to pave the way for coalition there, and is serving a similar function now in the Timilty area.

Mrs. Lewis and the rest of the education staff of the New Urban League will continue to work with and coordinate community-parent groups around these two junior high schools. Mr. Rollins Griffith, the Vice-Chairman of the Urban League, also directs the Model Sub-system middle school unit.

9. The Community Education Council. This body is an umbrella organization for all Roxbury education groups. Thus, many of the community people who attend the CCTF also serve on this council and help carry out its functions.

The Council has played an important part in the planning that has been done thus far on the Title III Proposal. The CCTF delegated to the Council the recommendation for locating the target area. It was the feeling of this group that the project should start with the King and the Timilty.

Very familiar with the amount of activity and discontent already revolving around these schools and with the planning already done for next year by the King Coalition and the Parents' Education Committee, the Council decided these two schools could benefit most from an intensive, focused effort.

B. The actual planning for the proposed Title III Program began around the first of April, directly following the announcement of the Prototypes for Educational Excellence Program. The groundwork that has made such rapid planning possible, however, was laid much before this date. We will address ourselves first to describing the methods and procedures being used in designing the proposed program, and secondly to exploring the features from past and ongoing efforts -- primarily in the Boston area -- that might serve as models, guidelines, or components of this current Proposal.

Methods and Procedures: Following the guidelines set at the Central Cities Task Force Seminar in Washington, D.C., the Office of Program Development called together the first CCTF meeting in Boston. The composition of the group brought together at that time is indicative of the way in which this task force is now operating. Representatives of the Office of Education, the School Department, the State Department of Education, area universities, the Regional Educational Laboratory, and the major community and parent groups met together as the Central Cities Planning Group. All of these component groups have continued to be represented and have worked together closely during the six meetings that have occurred in rapid succession since that time. The commitment of everyone in that group to community involvement can be seen in the first major

action taken by the group. The representatives present at the second meeting delegated the decision of which schools to make the focus of the new program to the Community Education Council -- an umbrella organization for Roxbury education groups. It was this group that then suggested the King and Timilty -- both middle-level schools with difficult, complex problems.

The CCTF itself has spent meeting time identifying the problems and needs of these two schools, and formulating general objectives and procedures for meeting these problems. The task force has also delegated authority to member groups for the more specific procedural planning, with each of these delegated groups usually including community representatives. The groups then have reported back to the central body where final decisions are made.

Within the next few months the Central Cities Planning Group will continue to function as the technical resource group for The Advisory Councils.

Models, Guidelines and Components: The ways in which this continuing School-Community Advisory Council will function and the kinds of programs it will plan, carry out, and evaluate are innovative, yet they are based on the experiences and knowledge from previous or ongoing programs. Major sources of guidelines will be the efforts of the Office of Program Development, the King Coalition, the Parents' Education Committee, and aspects of the independent community schools in Roxbury.

The Office of Program Development is currently operating a model sub-system, which has as a component a junior high school -- the Lewis School. One of the specific purposes of the model demonstration sub-system has been to explore new ways to establish communication with parents and local communities. One method being employed to build such communication is to hire people drawn from and selected by the community to work on community liaison. The liaison staff and the community have worked together to develop and run after-school tutoring programs and classes for parents. Another area in which the Office of Program Development has begun to experiment is in curriculum development. In both of these areas the problem of resources has been a fundamental one.

Building on these experiences, the members of the King Coalition came together to formulate and implement an intensive program that will involve parents and other community residents more directly and actively in the education of their children. The initial process in which the various groups involved in the school were able to come together and overcome the various gaps in communication and trust that had been building up during the years is now being used as a model by the CCTF. The factors most important in making the King Coalition possible are also present in the situation the CCTF sees before itself. There are strong community groups that have been involved in the target schools; there are consultant groups, the Regional Laboratory and local

universities which can serve a liaison function; there are representatives from the Teachers' Union, the School Department, and the State Department of Education interested in developing a coordinated effort. The Central Cities Task Force has one advantage which the King groups did not -- it has the benefit of advice and participation of members of the King Coalition.

The Parents' Educational Committee in the Timilty School area brings with it the experience of having successfully implemented a teacher-wide program and a librarian volunteer program at the Timilty Junior High School. They are hoping to help plan and implement a more expanded para-professional program in the Timilty, as well as many new after-school programs of the sort being tried in the Lewis School and being proposed for the King School. The suggestions of the groups already so active in the Timilty area, together with those of active groups in the King area, will provide a substantial input upon which the School-Community Advisory Council may deliberate and act.

Several community-based private schools now exist in the Roxbury area; others are being planned for next year. The New School

for Children and the Roxbury Community School both have parents in the majority on the school board. In both schools parents come in during the day to act as assistant teachers. Because of such communication, both schools have avoided some of the anger and distrust that can build up in the schools where parents are more remote.

The planning currently being done for a new school in Hawthorne House, a community center, contains even more lessons for the CCTF. The planning committee consists of parents from Highland Park, representatives from the staff of Hawthorne House, and staff from the Regional Laboratory. This group meets weekly to formulate plans for the school. As part of their planning procedure, they have frequently visited schools in other areas. The parents on the planning staff who also serve on the CCTF have thus been dealing with issues of community involvement, with curriculum questions, and other school-based problems for many months. This background, as well as the very experience of meeting in a working committee, will be valuable to their participation in the Title III Program.

Other members of the CCTF who have provided relevant inputs vis a vis their own experience with demonstration projects are Harvey Pressman, Associate Director of the Regional Educational Laboratory (EDC, Inc.), and Paul Warren, Assistant Professor at Boston University. Mr. Pressman directed the Brandeis Summer Enrichment Program in 1964 and the Tufts-Roxbury Preparatory Project in 1967,

pilot pre-college programs to discover new ways to insure the future success of eighth-grade students. Paul Warren helped plan the Clinic for Learning at J.H.S. 57 in New York City. Both of these projects have shown that intervention at the end of the seventh grade is probably early enough to increase the motivation of junior high school students and increase the belief that their future academic success is indeed a real possibility. The information gleaned from a study of projects like these, as well as such programs as the More Effective Schools Program and the Ocean Hill-Brownsville Sub-system in New York, has impressed upon the members of the CCTF that a successful junior high school project must communicate to the parents an interest in and concern about their ideas, about the program, and about their children.

The knowledge gained from an examination of the programs and schools will be invaluable in planning this new, comprehensive program. All of the projects discussed above represent earnest, intelligent efforts to alleviate the serious problems in inner-city schools; all achieved some successful results; all have been hampered to varying degrees by a lack of resources and by their limited scope. Because the new Title III Program will be an intensive, concentrated effort, many of these problems can be overcome. Hopefully, there will be resources available to give the many seminal insights and demonstration projects the type of implementation they deserve.

There has recently been formed in Boston a group called the Boston Urban Coalition.(Appendix D) The attached copy of a Boston newspaper clipping gives some idea of the composition of this Coalition, its goals, and its first organizational meeting.

The Task Force on Education of this Coalition, planned to hold a conference and conduct workshops to focus upon the problem of improving urban education (See copy of invitation to participate in this conference.)

Prior to the holding of this conference, Peter Ingeneri met with Dr. William C. White of Northeastern University, one of three co-chairmen of the Task Force on Education of the Urban Coalition, at Northeastern University on Good Friday, April 12, 1968. Also present at the meeting was Dr. Ray Dethy.

Mr. Ingeneri briefed Dr. White on the Central Cities Task Force Seminar held in Washington on March 18-21, 1968 and the action taken by the Boston Public Schools since the Seminar. As part of this discussion, Mr. Ingeneri briefed Dr. White on the meetings already held and to be held between representatives of the Boston Public Schools and the Roxbury-Dorchester-South End community. The principal objective of Mr. Ingeneri's meeting with Dr. White was to solicit the help of the Urban Coalition in marshalling resources as part of the all-out concentrated and comprehensive plan to attack the educational problems of the King Middle School and the Timilty Junior High School.

On Wednesday April 17, 1968 the first meeting of the Urban Coalition Education Task Force convened at the Freedom House, 14 Crawford Street, Roxbury. Mr. Slater, Vice-President of John Hancock Insurance Co. and chairman of the Coalition, made a few brief introductory remarks outlining the birth of the Coalition, its components and its goals.

The three main components are:

1. Housing Task Force
2. Employment Task Force
3. Educational Task Force

It was made clear that the Urban Coalition has no funds, as such. Rather it is designed to provide a forum for black and white to discuss critical needs and possible solutions. It will then work through its membership which is broadly representative of the community, colleges, and universities, governmental agencies, public school system, business, and labor, to marshall whatever resources are needed to do what must be done.

Broadly speaking, its goals is to make those presently disadvantaged, productive and economically independent members of society.

Rev. James Breedon of the Mass. Council of Churches, one of three co-chairmen for the meeting, then described the composition of the three workshops to be conducted as follows

Workshop #1 Community Organizations

Workshop #2 Colleges, universities, governmental agencies and school systems

Workshop #3 Business and Labor

Peter Ingeneri took part in Workshop #2 and briefed the assembly on the Central Cities Task Force Proposal in the works; soliciting the support of the assembled university representatives in line with efforts to marshall resources whenever and wherever possible.

Joseph Ippolito, Director of the Work-Study Program also present at the conference as a representative of the Boston Public Schools, spoke at Workshop #3, outlining the effectiveness of the on-going Work-Study Program and soliciting the cooperation of business and labor representatives present in making available more and better jobs for qualified students at the junior and senior high school level.

C. The State Department of Education has been most intimately involved in the Central Cities Task Force Project from its inception. Joseph Bastable, Title III Coordinator; Robert Watson, Director of the Bureau of Curriculum Innovation; John Neal, Senior Supervisor of Education; and Miss Patricia Allen, Supervisor of Education are among the representatives of the Department who have been present at all major and most minor meetings associated with the development of the proposal. In view of the fact that they could view the project more dispassionately than either the school or community representatives, the objective comments and suggestions made by them have contributed greatly toward keeping the Council on course in the development of a worthwhile and worthy proposal.

VIII. Participation of Nonpublic School Children

The most critical area designated by the community in its Position Statement (Appendix) is the geographical area which encompasses both the James P. Timilty and Patrick T. Campbell junior high schools. (Since the site selection, the Campbell has been renamed the Martin Luther King middle school). Inasmuch as these two public schools will be the focus of the initial concentrated effort, the question of non-public school participation is not relevant. However, as programs evolve relevant to the feeder schools for the Martin Luther King and James P. Timilty schools, non-public schools will enter the picture. At that time, those charged with the administration of these schools will be fully informed about all programs and pupils from those schools will be invited and given every opportunity to participate in these programs. This stated position is not to be interpreted as excluding the participation of nonpublic school children in the initial phases of the project. If programs designed for the King and Timilty Schools are relevant to the needs of nonpublic school children, their active participation will be encouraged.

IX. Evaluation

The need for developing skilled and objective researchers and evaluators in the Negro community is recognized by school administrators, community people and university specialists alike. In light of this need, and the justifiable desire of the community to play a more active part in any valid evaluation of innovative programs and procedures, it is hereby suggested that the School-Community Advisory Council be authorized to select the mechanism to conduct the evaluation.

No restriction is placed upon the selection of the evaluation vehicle other than the setting of this sole criterion: the evaluating agency, in the interest of a valid and objective evaluation, cannot involve any person associated with the School-Community Advisory Council.

At this time, a detailing of evaluation techniques and instruments cannot be presented because the programs to be evaluated will be forthcoming as a result of the continuing and continuous activity of the School-Community Advisory Council . What can be measured at this time are the changes in perceptions which result from the initial stages of the program. We are interested in developing instruments to measure the changes in attitudes in parents, teachers, and children which will result in changed behavior.

1. The child's perception of the school and the teacher. What does the child feel about teachers, about school, about himself as an agent for change in his own life? What does he expect to get from the program?

These questions will be asked at various points in the program so that responses can be fed back into the program and provide means for continual assessment.

2. The teachers' perceptions of the children, school, the administration and the parent aides.

3. The teachers' perception of his own role and the role of the other staff in the program (parent aides, administration).

4. The parents' perceptions of the teachers, school, children and of his own role in the school.

The various projective devices will be complemented by periodic School-Community Advisory Council evaluation of:

1. Implementation of pilot curricula

2. Training of auxiliary personnel

3. Utilization of auxiliary personnel

4. The role of community personnel in influencing policy and program.

X. Dissemination

It is essential to the success of a project such as this that the total community be kept fully informed of its objectives and progress. Therefore, not only will the usual means of disseminating information be completely utilized - that is, daily and neighborhood newspapers, radio and television - but we propose to conduct monthly meetings in the community to bring together the project personnel, parents, the business and industrial representatives, and the pupils of the schools involved. These monthly meetings will serve not only as a means of reporting to the community but as a forum for open discussion and the exchange of ideas.

We feel strongly that unless the total community is kept abreast of the goals and progress of the project, misunderstandings, apathy, and a decline in interest of those most vitally concerned may result.

In addition, we propose that the project director and his staff write a weekly column to be published in the neighborhood newspaper serving this particular community. Contributions to this column can and should be made by the pupils, teachers, and the ancillary school personnel, and parents.

Since there will be approximately 30 other cities across this country conducting Central Cities Task Force projects under Title III, we feel that links of communication should be established and maintained with these cities by such vehicles as newsletters or periodic meetings among the project directors or both. It is felt that by communicating with these cities engaged in similar enterprises, Boston cannot only contribute ideas and programs but can also derive benefit from the experiences of our sister cities.

As a further means of disseminating information about this project we would hope to convince one of the large downtown department stores to permit us to establish a language laboratory classroom within their structure. Such a classroom complete with all of the most modern educational materials and equipment would give us the opportunity to expose our endeavors to an enormous segment of the public five days a week. This laboratory-field classroom would, by necessity, require one-way plate glass walls and an electronic system which would permit the store customers to view and hear the classroom activity, without disturbing the children within. We are convinced that the establishment of a department store classroom would dramatically focus attention on education and this project in particular and, in addition, generate interest in and support of education in general by the taxpaying public.

XI. Qualifications of Professional Personnel

A. The following professional personnel have been identified:

1. Project Director

2. Assistant Project Directors (2)

3. Resource Consultant (1)

In addition, it is expected that consultants, not yet identified, will be employed when the program enters its planning and operational stage.

Each person will be hired on a one year basis, renewal subject to further funding. Each person will be hired on a full-time (eleven month basis). Special Consultants will be paid on a daily basis. A total of 100 days at $100. a day has been allotted to consultant fees.

The salaries of officials will have to be determined by the School Committee. It would appear that the AssistantiProject Director would be ranked in the area of Assistant Principals who, for an eleven month year, are given a salary of $13,530 with an anticipated increase effective September 1, 1968.

Resource Consultants might be expected to receive salaries comparable to teachers on maximum with a Master's degree. On an eleven-month basis the salary would be $11,550 with an anticipated increase effective September 1, 1968.

B. The Project Director and Assistant Projector Directors would have rather wide ranging duties. The Project Director would be responsible for coordinating the efforts of the two Assistants whose concern would directly relate to the individual schools.

They would have certain responsibilities connected with the community itself: family visitations, locating parents and others as resource people, arranging for visits at school and elsewhere by members of the community, and in general acting as liaison between school and community.

They would also be directly concerned with the training and supervision of para-professionals in the realm of audio-visual assistance, clerical work, counselling and tutorial work.

Finally, they would be responsible for helping to implement programs initiated by the School-Community Advisory Council.

The Project Director and Assistant Project Directors would be expected to have:

---familiarity and experience with the community, its schools and agencies.

---Knowledge of educational and social resources available in the schools, agencies and universities.

---Administrative experience or ability.

---Educational experience which allows for effective participation and leadership in school-community activities.

The Resource Consultant should be responsive to the informational needs of the School-Community Advisory Council. He should also establish communication with potential sources of talent, materials, and money. The Resource Consultant might visit classes frequently and talk with teachers and students to be able to anticipate their material needs and order their materials.

This person should be resourceful, idea-conscious, have a helpful and supporting attitude, be able to communicate with a variety of people, and have enough knowledge and experience to exercise sound educational judgment. He or she should also have administrative ability and the kind of experience in education which would command the respect of those with whom he would be dealing.

XII. Facilities, Equipment and Materials

A. During this preliminary planning period the facilities of the Office of Program Development have been used for the purpose of holding meetings and preparing this proposal. However, it is expected that the future planning and operational phases of the program will be centered in the Project Director's Office, located in the King-Timilty community, and in the two schools where each Assistant Project Director will have office space.

The Project Director's Office will be leased space as yet unidentified, in the community. The term of the lease will be for a period of one year at a rental of $200.00 per month. The facility should be able to accommodate a small reception area for the secretary and visitors, an executive office for the Project Director, a small office to be used by the Resource Consultant or other consultants, and a medium-sized Conference Room.

Each Assistant Project Director will be given office space in the schools. This space will be large enough to accommodate the Assistant Project Director and Secretary. Leasing will not be a factor. However, it will be necessary to spend $2,000.00 to renovate the office space in the two schools.

B. The Project Director's Office and the Assistant Project Director's Office should be furnished with equipment and ma-- terials necessary to allow the Project Director and staff to carry on the normal functioning of a community office, such as holding individual and group meetings with members of the community, school and other agencies, keeping records of interviews, conferences and program results, and developing materials for use in the community program. The equipment required in the planning stage need not be unusual but must allow for the routine functioning of the three office areas. The equipment is described in the Budget Summary.

In addition to the above facilities and equipment the members of the Timilty community have indicated an urgent need for lockers and movable desks and chairs for seven hundred students.

This request is made in the strong belief of members of the School-Community Advisory Council that it must give immediate evidence of its potential to improve the educational atmosphere in the school.

C. The Boston School Department will furnish space in the two schools for office area and has furnished space and staff during the preliminary planning period by way of the

Title III portion of the Office of Program Development. At this time it has not been possible to obtain funds from other sources to provide the required facilities and equipment.

XIII. SUBCONTRACTING (Not applicable at this time)

XIV.

A. Degree of Tax Effort

1. The current school lax levy is 24.0% of the legal maximum tax rate.

2. The assessed value of property in Boston is 50% of the actual value.

   The average for the State of Massachusetts is 62%.

3. The average per pupil expenditure for Boston is 97% of the average per pupil expenditure for the State.

4. Boston's amount of non-taxable property is 45%. These non-taxable properties include hospitals, educational institutions, religious, state, federal and city properties.

B. Ability to Meet Critical Educational Needs

1. The percentage of 4 and 5 year old children participating in kindergarten is 20.7% of the total school population. These programs are supported by the City of Boston.

2. The ratio of classroom teachers to pupils in the elementary schools in Boston is 1 to 25.8. The secondary school ratio is 1 to 22.6.

3. The ratio of total professional staff to pupils in the elementary schools of Boston is 1 to 15.4. The secondary school ratio is 1 to 18.7.

4. Total enrollment in the Boston Schools for the past 5 years

October 1, 1963	94,578
1964	94,058
1965	94,035
1966	92,602
1967	92,892

5. There has been no sudden changes in enrollment.

6. Our school facilities are not seriously overcrowded.

7. Boston school buildings are considered to be safe.

Part III.

FINANCIAL

BUDGET: CENTRAL OFFICE

A.	Personnel		
	1. Project Director *		
	2. One Secretary @ $125 per week		$ 6,500.00
	3. Consultant Services 120 days @ $100 per day		12,000.00
	4. Summer Community Education & Orientation		25,000.00
	a. 10 Field Organizers $3.00/hr for 40 hour week - 9 weeks	$10,800.00	
	b. 1 Supervisor $150/wk - 9 weeks	1,350.00	
	c. Consultants for training & special seminars $50/day	2,000.00	
	d. Organizational Activities and/or child care centers	10,000.00	
	e. Equipment and supplies	850.00	
B.	Travel for all project staff		6,000.00
C.	Office materials and supplies		200.00
D.	Office equipment		3,000.00
E.	Telephones		600.00
F.	Conference expenses, miscellaneous, Rentals		600.00
G.	Rent-Office Space @ $200. per month		2,400.00
Phase III			150,000.00
	(For operation of programs and employment of personnel during the interval September 1, 1968 and January 1, 1969, as designated by the School-Community Advisory Councils prior to and during this period).		
Phase IV			200,000.00
	(For operation of programs and employment of personnel during the interval January 1, 1969 and August 30, 1969, as designated by the School-Community Advisory Councils prior to and during this period).		

* Salary to be established by Boston School Committee action

BUDGET: KING SCHOOL

A.	Personnel	
	1. One Assistant Project Director *	
	2. School Community Advisory Council Meetings	$6000
	3. One Secretary @ $125 per week	6500
B.	Office materials and supplies	200
C.	Office equipment	1400
D.	Telephone	300
E.	Minor Renovations - Office of Asst. Director	1000

*Salary to be established by Boston School Committee Action

BUDGET: TIMILTY SCHOOL

A.	Personnel	
	1. One Assistant Project Director *	
	2. School Community Advisory Council Meetings	$6000
	3. One Secretary @ $125 per week	6500
B.	Office Materials and Supplies	200
C.	Office equipment	1400
D.	Telephone	300
E.	Capital Outlay (equipment)	
	700 lockers at $18 per unit	12,600
	700 moveable desks and chairs at $24 per unit	16,800
F.	Minor Renovations - Office of Asst. Director	1000

* Salary to be established by Boston School Committee action

Part IV.

ASSURANCES

ASSURANCES FOR INITIAL APPLICATION

PART IV

THE APPLICANT HEREBY GIVES ASSURANCE TO THE UNITED STATES COMMISSIONER OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Attach a copy of substantiating document(s));

2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;

3. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be participation of the appropriate cultural and educational resource(s) of the area to be served;

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the Title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);

6. The project will be operated in compliance with Public Law 89-10 and with Regulations and other policies and administrative issuances by the Commisssioner, including submission of such reports as may be required;

7. Copies of this application have been submitted for review and recommendation to the State educational agency;

8. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (Attach copy of authorizing document(s).)

I, William H. Chrenberger, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: May 9, 1968

School Committee, Boston 8, Mass.
(Legal name of applicant)

BY William H. Chrenberger
(Signature of authorized representative)

Superintendent of Public Schools
(Representative's title)

NOTARY PUBLIC: Subscribed to before me this

May 9, 1968 Boston Mass.
(City) (State)

NOTARY PUBLIC SEAL

SIGNATURE OF NOTARY PUBLIC Mildred E. Francis

DATE NOTARY'S COMMISSION EXPIRES May 25 1973

APPENDIX

POSITION STATEMENT

The COMMUNITY EDUCATION COUNCIL herein recommends to the Office of Program Development, Boston School Department, that in consideration of the point of intervention and first phase of the Title III, Central Cities Task Force project, the site be the geographical area which encompasses both the Timilty and Campbell junior high schools.

The criteria upon which this decision has been made by community groups are based on the following:

1. The nature and degree of preliminary dialogue which has already taken place between the community and school department around both the Timilty and Campbell schools.

2. Consideration of the activities around urban education currently under development in the city and the crucial need for concentrated attention to be given to pupils in the middle grades which are the crossroads of the child's educational career.

3. The relative geographical proximity of the two schools in an area where there is gross educational deprivation is within the definition of a concentrated area.

4. Other resources in the community such as Model Cities, Neighborhood Services Project, Urban Coalition, as well as other community service agencies, are available in the area to provide the necessary inputs for a comprehensive approach to education.

5. Middle schools are the crucial track for decisions on directions to high schools and, essentially, career choices, e.g., drop-outs, industrial schools, academic schools, college prep, etc.

6. The size of the target area (1100 total pupils in the two schools) is manageable in terms of the Title III guidelines.

7. The amount of funds available under Title III for phase one of the program.

8. The atmosphere among the pupils is highly volatile and potentially explosive. Both schools are currently breeding grounds for frustration, rather than training facilities for the development of productive citizens.

9. There is a sizeable Spanish-speaking and Indian population in the Highland Park area.

Boston, Massachusetts
April 4, 1968

Community Education Council
378 Blue Hill Avenue
Roxbury, Mass.

N.B.
With the C.E.C. (Community Education Council) representing 37 Roxbury, North-Dorchester, and South End community organizations and the King Home and School Association as the prime movers, the Boston School Committee, on April 8, 1968, changed the name of the Campbell Junior High School to Martin Luther King Jr. Middle School to take effect forthwith.

(Submitted by Timilty Junior High School

Parent's Educational Committee)

1. Recommended that ten teacher aides be hired last summer 1967. Eight teacher aides have been hired so far.

2. With eight aides at school, youngsters are still answering doors. Why?

3. There are 110 absent each day out of total 610 pupils

4. At least 35 children are tardy each day.

5. Twenty-six teachers, out of forty-four, left the school at the end of last term 1967. Is the same thing going to happen this year?

6. Six to eight habitual truants.

7. Two girls went to Girls' Latin School.

8. No figures for boys on better schools.

9. No record given of where the other students attend high school. (Are you interested in knowing?)

10. Four "Special Classes"--two for girls-- two for boys. We don't know how many students will go on for further training, when they leave the "Special Class" at age 16. They are not trained for a job at the Timilty.

Some of the changes we would like to see made:

1. Full-time adjustment Counsellor.

2. Full-time attendance officer.

3. Teacher aide for every teacher because classrooms are chaotic.

Alternative measures for plans of action:

1. Request a public hearing on schools.

2. Continue talking with school officials.

3. Get a hearing before School Committee about private funding for teacher aides.

Appendix C

PARENTS' EDUCATION COMMITTEE

FOR BETTER SCHOOLS IN ROXBURY

Where is money that is now being spent going?

Special Classes looked-into and throughly overhauled. What is special classes? To look for talented students.

Work-study classes

Timilty Cafeteria

Facilities needed and things to be done at Timilty:

1. Lockers
2. Showers
3. Shoproom needs new equipment
4. Doorknobs need replacing
5. New furniture
6. Remove dog
7. Full-time nurse
8. Hiring of people who want to be involved
9. Bring back music lessons
10. More concerned teachers
11. New principal
12. Subscribe to black magazines
13. Teaching of Negro History
14. Curriculum geared to needs of students
15. Inter-mural sports
16. Student government - setting up most assemblies
17. Rules of conduct - set up between teacher and student
18. Organize clubs
19. Holidays and Negro holidays with student participating
20. More black teachers brought on staff with waivers of Boston Teacher's Exam.
21. More connection with University especially having black student teachers do part of their training in schools with black students.
22. Having students take field trips to college and other resources.
23. Strong emphasis on English and Math.
24. Oral reading, writing, and remedial reading.
25. Guidance advisory according to grade and track.
26. Making a campus around school.
27. More program activities - roller skating, dancing, gym.
28. Community able to program for use of school after-school hours with supervision.
29. How a principal can have more than one school? Leave class without teacher and student taking over teacher's role.

300 City Leaders Form Boston Urban Coalition

By ARTHUR STRATTON

Three hundred of the city's leaders in all endeavors formally organized The Boston Urban Coalition yesterday afternoon at the John Hancock Building.

One of 30 such local groups now organized throughout the country, it seeks, in the words of Dr. James R. Killian, Jr., chairman of the board of the Massachusetts Institute of Technology, "to enlist all elements of the community in opening new opportunities to the poor, to improve housing, employment opportunities, health, education, and other sectors of contemporary urban life."

"WE'RE SICK and tired of goodwill," said Bertram Alleyne at Boston Urban Coalition session yesterday.

The Coalition immediately received its baptism of fire.

Several Negroes arose at the organizational meeting and accused the sponsors of employing "the plantation attitude," and of "trying to tell the black man what is good for him."

There was not total agreement on the point. Several other Negroes pleaded: "Let's not waste our time any longer venting our spleen on one another."

The Negro complaint, the voicing of which left speechless Boston's leaders in industry, education, business, the professions and the arts, was:

1. The Coalition was made up of "established whites," and "those who could be counted on."

(Continued on Page Five)

(Continued from First Page)

2. The Negro was not consulted on the selection of the membership.

3. The Negro membership on The Coalition did not necessarily represent the black man in Boston.

4. No young people were represented on The Coalition, thus making the group ineffectual, as many of the problems within the black community dealt with young people.

The Coalition chairman, Robert E. Slater, president of the John Hancock Mutual Life Insurance Company, afterward was praised by black and white man alike for a masterful job of steering the new craft through its first troubled waters.

Slater patiently gave every speaker full time, and attempted to clarify The Coalition's position point by point. He said:

1. The Coalition simply was trying to act as "a catalyst" and signify that the community leadership, black and white as represented on the initial membership group, "wanted to bring workable solutions to the critical problems facing Boston."

2. The Negro was consulted on the membership in that organizational committees went into the ghettoes and held meetings with the black community on several occasions to gain the widest possible representation.

3. The Coalition was an organization in which volunteers were being solicited, and every black man was being urged to participate, whether he was considered a Negro leader or not.

4. Young people of both races were asked to participate, that the list to which the Negro complainants referred was solely acting in a "steering' capacity.

One of the leaders of the Negro community on "the list," and one of the most active workers for The Coalition, is Kenneth I. Guscott, president of the Boston branch of the National Association for the Advancement of Colored People.

A young Negro woman told Slater and his colleagues:

"I know Mr. Guscott and I respect him, but Im tired of old people with old ideas telling me what to do."

The Coalition had been born only a matter of minutes when the Rev. Vernon Carter asked it to adopt a resolution condemning an amendment in the proposed Civil Rights bill before Congress that would make a policeman or a national guardsman immune from prosecution if he killed a rioter.

Slater recognized the resolution, gave all a chance to talk on it, and then put it to a vote. The assembly passed it unanimously.

Shortly afterward, Slater was asked to entertain a motion that there be greater representation on the committee from Roxbury. He did so. After more discussion this, too, was passed unanimously.

Boston Urban Coalition

Boston Herald-Traveler

Saturday, March 23, 1968

The list of "invitees" to the organizational meeting was as an imposing array of top community people as ever assembled for a Boston project or function. Name a banker, churchman, educator, labor leader, industrialist, publisher or businessman, and he was on it. It included a substantial representation of the Negro community.

Dr. Killian opened the meeting by explaining the National Urban Coalition's purpose and how a Boston unit happened to be formed. He read a telegram from John W. Gardner, who gave up his cabinet post as secretary of health, education, and welfare to become head of The National Urban Coalition."

"Regret very much that I cannot attend the organizational meeting of The Boston Urban Coalition, but I hope I may meet with the members on some future occasion," wired Gardner. "I believe Boston can have an outstanding coalition and program of action. I wish you every success."

Dr. Killian then explained that "in December, some 70 citizens — representing the professions and higher education, civil rights organizations, religion, labor and business — met to consider the desirability of this step."

He added: "There was a positive and affirmative response at that meeting to the purpose and objective of the urban coalition, and it was voted to establish a committee to explore the proposal in detail and to begin to consider an operational plan.

"The general consensus seemed to be that we need to develop further and mobilize more effectively the resources of the whole community in support of constructive and responsible plans for action in such areas as employment, housing, and education. We need also to find ways to draw more effectively on the great pool of human resources we have in this area and from among organizations, groups and individuals in the core neighborhoods."

Dr. Killian then said that "the preliminary discussions that have taken place over the past few weeks have been intended to examine the potential of the coalition on a wide front and to assess its possibilities with a large number of people, including neighborhood groups and individuals."

Slater then told of Coalition committees having already gone into Roxbury, Dorchester, South End and other disadvantaged areas in the first of many meetings to ascertain "the views of citizens in these neighborhoods on how to solve the problems facing the urban poor."

The insurance company head stressed there was no doubt about the nature of the problems, that it was the solutions that was the goal of the Coalition. Through its broad membership in business, finance and other segments of the community's economy, Slater said, he was confident the Coalition could go into the troubled areas and aid in education, housing and employment.

"The Coalition can serve as the catalyst and the mechanism for mobilizing this city's private and public resources to establish priorities and effectively attack the root causes of intellectual and economic poverty in this city," he said.

He paid tribute to Dr. Killian for taking the initiative last fall with former Mayor Collins to set in motion establishment of an Urban Coalition in Boston, as well as to Mayor White, Guscott of the NAACP, to Salvatore Camelio, chairman of the Massachusetts State AFL-CIO, and to Boston business leaders for providing the leaderhip required to etablish the Coalition.

Mayor White some time ago designated four of his staff to work with The Coalition, Daniel J. Finn, special assistant; Hale Champion, Boston Redevelopment Authority administrator; Corporation Counsel Herbert P. Gleason and Samuel V. Merrick, municipal manpower administrator.

The assembly then heard from the heads of three committees that had gone into the disadvantaged areas to ascertain precisely how problems in housing reconstruction and investment, in education and educational disparities and in private employment and entrepreneurship could be solved.

Those who reported were Frank L. Farwell, president of the Liberty Mutual Insurance Company; the Rev. James P. Breeden, executive director of the Commission on Church & Race of the Massachusetts Council of Churches, and Lawrence C. Sullivan, secretary-treasurer of the Greater Boston Labor Council.

Then Slater threw open the meeting for general discussion. If the assembly thought it was going to bored by platitudes from a business tycoon or a labor leader, it received a shock.

"We want commitments in writing,' asserted the first man recognized by Slater. "The black man has been lied to and given promises long enough. We are sick and tired of good will. And there are white people who deny these people are white leaders. Further, we ourselves want to elect people who will represent us on the coalition committee. We dont want them selected for us."

"We are not selecting anyone," said Slater. "We welcome anyone."

Another arose and asserted "We want to get away from the plantation attitude. We want to elect the people not have them selected for us, and they should report to us."

Slater: "I don't think we are in disagreement. We want to get all segments of the community."

Another voiced "the hope" that this is not camouflage for the President's Committee on Civil Disorders."

"We're not socially deprived, we're economically deprived," said another from the floor.

Mrs. Sally Hall Jones of Beth Israel Hospital and Dorchester, said she was "impressed by the people who are represented on this committee." She pleaded with Slater, Dr. Killian and the others "not to be discouraged."

Bright, articulate Mrs. Elma Lewis of Roxbury, who has sparked many a civil rights meeting, was the one who urged all to stop wasting time hating each other and to get on with the job."

"I don't care whether they are my friends or not," she said, the reference apparently to her disagreement with the opinions of the others.

BOSTON HERALD TRAVELER, SATURDAY, MARCH 23, 1968 C 5

Urban Coalition Formed

URBAN COALITION was organized in Boston yesterday. Participants included, from left, Daniel J. Finn, special assistant to Mayor White; Kenneth I. Guscott of NAACP, and Robert E. Slater, president of the John Hancock Mutual Life Insurance Co.

Still another arose and warned: "The time has come when one black man can't speak for 10,000. You could have contacted others for this committee."

Slater: "We want everyone to participate."

"You can't tell black people what's good for them," the man from the floor said. "You are telling them when they can participate and how. You got it all laid out. You've got an established committee that can be counted on. I respect you, Mr. Slater, but you can't be telling Roxbury what to do."

Slater: "We want to work with you."

"You can deal with me," said the other. "But I'd like to see you deal with my 15-year-old brother."

Then another asked: "Have you got any young men, any young people in this group at all? How can you talk to a young person?"

Slater: "We want you and we want everyone to come into this who will do so."

The Task Force on Education
of the
Boston Urban Coalition

April 3, 1968

cordially invites you to participate in a conference to consider what needs to be done now to improve urban education and how this can best be achieved. This conference is designed to include representatives from community organizations, colleges and universities, government agencies and school systems, business and labor, to bring their combined resources to bear upon urban educational problems, and to develop new strategies for achieving educational excellence.

The date: Wednesday, April 17, 1968

The place: Freedom House, 14 Crawford Street, Roxbury

The time: 1:30 to 5:00 p.m.

The Program

1:30 p.m. General Session for all attendees
Brief summary of Urban Coalition Purposes and Plans

1:50 - 3:20 p.m. Separate and concurrent workshops with representatives from the several groups meeting by themselves as follows:

Workshop #1 Community Organizations
Workshop #2 Colleges and Universities
Workshop #3 Governmental Agencies and School Systems
Workshop #4 Business and Labor

Discussion in all four groups is to focus upon what should be done to improve urban education and how this can best be brought about.

3:40 - 5:00 Second Workshop Sessions

This time each of the four workshops will be comprised of representatives from all four of the groups participating in the conference. Ideas developed in the first workshops will be examined and evaluated. A record of proceedings will be kept to help guide the Task Force on Education of the Boston Coalition in its efforts to co-operate in improving educational opportunities.

We earnestly solicit your interest and co-operation in this important conference. If you cannot attend personally we hope you will designate a representative from your organization. Please reply on the enclosed postal so that we may perfect plans for the meetings.

Sincerely yours,

James P. Breeden, Massachusetts Council of Churches
Francis E. Lavigne, Massachusetts State Labor Council AFL-CIO
William C. White, Northeastern University
Co-Chairmen Task Force on Education, Boston Urban Coalition

Appendix E

List of participants in first School-Community Council meeting April 3, 1968 held in Conference Room at the Office of Program Development.

Joseph E. Bastable	Mass. Dept. of Education
John E. Benton	Consultant, Nation Center for Educational Innovation
Joseph F. Carey	Director, Office of Program Development
Paul Cavein	U. S. Office of Education
Evans Clinchy	Office of Program Development
John Coakley	Office of Program Development
Herbert G. Forsell	Coordinator, Title III, O.P.D.
John Golner	Office of Program Development
Herbert C. Hambelton	Associate Superintendent, Boston Public Schools
Mrs. Jeanette Bowen	Operation Exodus
Ms. Gwenna Cummings	" "
Raymond Dethy	Northeastern University
Mrs. Toye Lewis	Urban League of Boston
Spencer McDonald	Harvard University
Sister Miriam St. John	Assoc. of Urban Sisters (E.D.C.)
Mrs. Alice Yancy	President, King Home & School Association
Mrs. Queen Powell	Hawthorne House (Timilty Area)
Mrs. Mary Goode	Model Neighborhood Board
Mrs. Ellen Jackson	Operation Exodus
Mrs. Mary Hoff	U.S. Office of Education
Peter Ingeneri	Office of Program Development
John Neal	Mass. Dept. of Education
Harvey Pressman	Regional Lab (E.D.C.)
David Robinson	Office of Program Development
Charles H. Smith	U.S. Office of Education
Stanley R. Wachs	Boston University
Robert A. Watson	Mass. Dept. of Education

Appendix F

List of participants at the second meeting of the School-Community Council -- April 4, 1968 held in Conference Room at the Office of Program Development.

Joseph E. Bastable	Mass. Dept. of Education
John E. Benton	Consultant, Nation Center for Educational Innovation
Joseph F. Carey	Director, Office of Program Development
Evans Clinchy	Office of Program Development
John Coakley	Office of Program Development
Herbert G. Forsell	Coordinator, Title III, O.P.D.
John Golner	Office of Program Development
Herbert C. Hambelton	Associate Superintendent, Boston Public Schools
Mrs. Gwenna Cummings	Operation Exodus-Dorchester Steering Committee
Raymond Dethy	Northeastern University
Mrs. Alice Yancy	President, King Home & School Association
Mrs. Mary Goode	Model Neighborhood Board
Mrs. Toye Lewis	Urban League of Boston
Mrs. Mary Hoff	U.S. Office of Education
Peter Ingeneri	Office of Program Development
John P. Neal	Mass. Dept. of Education
Harvey Pressman	Education Development Center (Regional Lab)
David Robinson	Office of Program Development
Charles H. Smith	U.S. Office of Education
Paul Tierney	Member, Boston School Committee
Joseph Lee	Member, Boston School Committee
Jeremiah Sheehan Representing Mr. Paul McDevitt	Boston School Committee

Appendix G

List of participants at the third meeting of the School-Community Council -- April 16, 1968 held at Conference Room of the Office of Program Development.

Mrs. Toye Lewis	New Urban League
Mrs. Mary Goode	Model Neighborhood Board
Mrs. Mildred Atkinson	Parents' Educational Committee (Timilty)
Mrs. Queen Powell	Parents' Educational Committee Hawthorne House
Mrs. Gwenna Cummings	Operation Exodus
Mrs. Lee Brewster	Secretary, Home & School Association (King)
Mrs. Alice Yancy	President, Home & School Association (King)
Mrs. Helen Hanna	Model Cities Representative
Harvey Pressman	Regional Lab (E.D.C.)
Herbert G. Forsell	Coordinator, Title III, O.P.D.
John Coakley	Office of Program Development
Peter Ingereri	Office of Program Development
Evans Clinchy	Office of Program Development
David Robinson	Office of Program Development
Joseph E. Bastable	Mass. Dept. of Education
John Neal	Mass. Dept. of Education
John Golner	Office of Program Development
Mrs. Jeanette Bowen	Operation Exodus

Appendix H

List of participants in fourth School-Community Council meeting April 23, 1968 in Steering Committee Room at the Office of Program Development.

Mrs. Mary Hoff	U.S. Office of Education
Herbert C. Hambelton	Associate Superintendent Boston Public Schools
Thomas McAuliffe	Assistant Superintendent Boston Public Schools
Mrs. Mildred Atkinson	Parents' Educational Committee
Mrs. Gwenna Cummings	Operation Exodus
Mrs. Mary Goode	Model Neighborhood Board
Mrs. Ellen Jackson	Operation Exodus
Mrs. Roye Lewis	New Urban League
Mrs. Alice Yancy	President, King Home & School Association
Harvey Pressman	Regional Lab (E.D.C.)
Joseph E. Bastable	Mass. Dept. of Education
John Neal	Mass. Dept. of Education
Joseph Carey	Director, Office of Program Development
Herbert G. Forsell	Coordinator, Title III,OPD
John Coakley	Office of Program Development
Peter Ingeneri	Office of Program Development
David Robinson	Office of Program Development
A. Spencer McDonald	Harvard University
Stanley Wachs	Boston University
William Hennessey	Principal, King Middle School
David Owens	Teacher Representative, King Middle School
Gerald Hill	" " " " " "
Thomas Cummings	" " " " "
Thomas Kennedy	Principal, Timilty Junior High School
Mrs. Olive Lesueur	Teacher Representative Timilty School
Mrs. Ruth Gordon	" " " "
John Meara	" " " "
Edward DiCenzo	Guidance Counselor, Timilty School
John Keelon	Administrative Coordinator, O.P.D.
Bernard Bruce	Pathways Project (Harvard)

Appendix I

List of participants at the fifth meeting of the School-Community Council on April 26, 1968 in the Conference Room of the Office of Program Development.

Mrs. Mary Goode	Model Neighborhood Board
Mrs. Mildred Atkinson	Parents' Educational Committee
Mrs. Alice Yancy	President, King Home & School Association
Joseph E. Bastable	Mass. Dept. of Education
John Neal	Mass. Dept. of Education
Patricia Allen	Mass. Dept. of Education
Joseph Carey	Director, Office of Program Development
Herbert G. Forsell	Coordinator, Title III, O.P.D.
Peter Ingeneri	Office of Program Development
Stanley Wachs	Boston University
Paul Warren	Boston University
Harvey Pressman	Regional Lab (E.D.C.)
Ellen Spengler	Regional Lab (E.D.C.)
Spencer McDonald	Harvard University
Gerald Hill	Teacher Representative, King School
Mrs. Ruth Gordon	Teacher Representative, Timilty School

Participants attending May 6, 1968 final Ratification Meeting.

Patricia Allen	Mass. Department of Education
Ellen Jackson	Operation Exodus
Mrs. Toye Lewis	New Urban League
Mary Goode	Model Neighborhood Board
Mrs. Alice Yancy	President, King Home & School Association
Mrs. Queen Powell	Parent Education Committee
Stanley R. Wachs	Boston University
James R. Howard	James P. Timilty Junior High School
Ellen Spengler	Education Development Center
Harvey Pressman	Education Development Center
Joseph E. Bastable	Mass. Department of Education
Robert A. Watson	Mass. Department of Ecucation
Gerald Hill	Martin L. King, Jr., Middle School
Thomas N. Cummings	" " " "
William F. Hennessey	" " " "
Thomas F. Kennedy	James P. Timilty Junior High School
Ruth H. Gordon	" " " " "
John J. Meara	" " " " "
Charles J. Neathen	O.I.C. 184-Dudley
David Owens	Martin L. King Jr., Middle School
Mr. Brown	AVCO
Mr. Morrison	AVCO
Bertram S. Alleyne	Task Force on Employment
Thomas B. McAuliffe	Asst. Superintendent, Boston Public Schools
Herbert C. Hambelton	Assoc.Superintendent, Boston Public Schools
Herbert G. Forsell	Coordinator, Title III, O.P.D.
Peter J. Ingeneri	CCTF Project Coordinator, B.P.S.
Joseph F. Carey	Director, Office of program Development
Bernard Bruce	Pathways Project (Harvard)

Appendix - K

May 2, 1968

Boston School Committee
c/o Office of Program Development
2893 Washington Street
Roxbury, Massachusetts

Gentlemen:

I have attended one meeting and will attend others of the group planning Boston's Central City Task Force proposal in a dual capacity, as Assistant Manager of Inner City, an affiliate of Polaroid, and as Civic Action Chairman of the N.A.A.C.P.

As long as the operations of the group or groups which will present recommendations to your members regarding Timilty and King schools are community controlled, I shall be glad to assist in any way mutually agreeable and to endorse the project.

Sincerely yours,

Richard V. Lawson

Richard V. Lawson
Civic Action Chairman
N.A.A.C.P.

/rvl

PPORTUNITIES INDUSTRIALIZATION CENTERS OF GREATER BOSTON, INC.
84 Dudley Street, Roxbury, Massachusetts 02119 Telephone: 442-2424

xecutive Director
ERTRAM N. LEE

May 2, 1968

Boston School Committee
c/o Office of Program Development
2893 Washington Street
Roxbury, Massachusetts 02119

Gentlemen:

This is to inform you that I was a representative at your April 30, 1968 meeting.

The intention of this letter is to inform you that I agree with the intent of this project and fully endorse it.

The meeting was stimulating and contained concepts that were headed in the right direction. Although all the details haven't been focused, I am willing to support the project in any way that is mutually agreeable.

Sincerely,

Charles J. Neathen

Charles J. Neathen
Director of Program Development

CJN:mmm

EDUCATION DEVELOPMENT CENTER

April 29, 1968

Boston School Committee
City of Boston
15 Beacon Street
Boston, Massachusetts

Gentlemen:

It is a pleasure to write you of our support for the efforts currently underway to strengthen the educational programs at the King and Timility schools under the auspices of the Central Cities Task Force. We are delighted to learn that Boston will be in the forefront of present national efforts to involve people from the community in the planning, development, and staffing of innovative projects of this nature.

We are hopeful that the concentration of resources and energy will provide substantial numbers of the students in these schools with the extra support which they so clearly need and so richly deserve. We stand ready to provide assistance in this effort in every possible way, and we are proud to have been involved in the preparation of the plans which have been developed so far.

Very truly yours,

Leonard G. W. Sealey
Director
Regional Laboratory Program

Appendix N

Model Neighborhood Board
150 American Legion Highway
Dorchester, Massachusetts 02124

6 May 1968

Mr. Hubert Forsell
2693 Washington Street
Roxbury, Massachusetts 02119

Dear Mr. Forsell:

The Model Neighborhood Board, because of the locale of the schools involved, has had representation at the meetings of the Central Cities Task Force and has been informed of the present results of those meetings.

The Model Neighborhood Board also wishes to state that it has been commissioned to participate in those programs that affect the residents of the Model Cities area for the purpose of assisting in the creation of the Model City.

Very truly yours,

Joseph L. Hart

Joseph L. Hart
Secretary of the
Model Neighborhood Board

JLH/vjh

PARENTS' EDUCATION COMMITTEE
FOR BETTER SCHOOLS IN ROXBURY

May 6, 1968

Mr. Herbert Forsell
Central Cities Work Task Force
2893 Washington Street
Roxbury, Massachusetts

Dear Mr. Forsell:

The Parents' Education Committee for Better Schools in Roxbury has had representatives at the Title III meetings concerning the Timilty and King Schools.

We have been and will continue working to help upgrade the educational environment of our students, within the school and community.

Yours truly,

Queen Powell

QP/mlg

(Mrs.) Queen Powell
Acting Co-Chairman

HARVARD UNIVERSITY

Appendix Q

GRADUATE SCHOOL OF EDUCATION

OFFICE OF THE DEAN

LONGFELLOW HALL, APPIAN WAY
CAMBRIDGE, MASSACHUSETTS 02138

May 8, 1968

Mr. William H. Ohrenberger
Superintendent of Schools
15 Beacon Street
Boston, Massachusetts

Dear Bill:

I have been following with interest the development of plans for Boston's participation in the Central Cities Task Force Program under Title III of the Elementary and Secondary Education Act of 1965. It appears that the public schools of Boston may be approaching a major break-through with regard to what is probably the most pressing issue in urban education today--the improvement of relations between the schools and important segments of the community that have come to feel estranged from this central public institution. It is surely most promising to know that well informed and highly interested groups like Operation Exodus and the Parents' Education Committee have actively participated from the earliest stages of planning for the project, and that they will continue to play key roles as the project develops. It is my firm belief that such groups represent an extremely important resource that must be fully utilized if we are to effect constructive changes in schools that will enhance the prospects of the children who attend them. Too often in the past we professional educators have been apprehensive or defensive about the active involvement of parents and others in the decisions that effect the education of their children. And often, when this anxiety has diminished, we have found that there is still an important communication gap to overcome. It would seem that the Boston School Department has taken important steps forward with regard to these issues in planning its Central Cities Task Force project, and you and members of your staff are to be congratulated.

As you know, the interest of the Harvard Graduate School of Education in efforts to improve community-school relations in Boston precedes the advent of the Central Cities Task Force program. The participation of staff members of the Pathways Project and the Office of Metropolitan Educational Collaboration in working out the "Campbell (King) Coalition" project is the most recent manifestation of that interest, and I am pleased that the experience gained in that effort has been directly useful in developing plans for the new Title III enterprise. Please be assured that our interest will continue, and that I will encourage members of my Faculty to support the project in whatever ways they can that may be appropriate.

Sincerely yours,

TRS

Theodore R. Sizer

TRS:mkc

Central Cities Task Force Proposal for Boston

Mr. Joseph Carey, Director
Office of Program Development
2893 Washington Street
Roxbury, Massachusetts

Dear Sir:

I am writing to you at the request of my organization, the Massachusetts Negro Educators' Association. We are aware of the existance of the Central Cities Task Force Proposal for Boston, which presumably will concern the James P. Timilty Junior High School and the Martin Luther King, Jr. Middle School.

We feel that collectively we have resources which would be beneficial to a project of this nature, and accordingly are offering our services to the Title III Area of the Office of Program Development in a consultant capacity or as a source of resource.

We would be most interested in your reply to the above proposition.

Very truly yours,

Collins Griffith, President
Massachusetts Negro Educators' Association

Copy to Mr. Herbert Foxsell
Copy to Asst. Supt. Alice Casey

UNIVERSITY 6-7600
EXTS. 2974, 2958, 2959

94 PRESCOTT ST
CAMBRIDGE, M

PATHWAYS PROJECT

HARVARD CENTER FOR RESEARCH AND DEVELOPMENT
ON EDUCATIONAL DIFFERENCES

May 8, 1968

Mr. William H. Ohrenberger
Superintendent of Public Schools
City of Boston
15 Beacon Street
Boston, Massachusetts

Gentlemen:

More than a year ago Pathways Project was instrumental in bringing two groups together at a time of crisis, when communications between them might have failed. They were representatives of Operation Exodus, an educationally oriented community organization, and representatives of the Boston School System, namely the Principal of the Patrick T. Campbell, and the Area Superintendent.

Subsequent meetings were held with the addition of a representative from OMEC. As a result of these meetings, a proposal was formulated know as the Campbell (King) Coalition. With the cooperation of representatives of the Boston School System. this proposal is being submitted to the Boston School Committee.

The heart of the Title III Proposal is based on the Campbell (King) Coalition model, which stresses that the day-to-day working together of all parties who are concerned with the education of inner-city children is more important than one-sided, academic inputs for program designs. With the Campbell (King) Coalition design, inputs for educational improvement and changes will range from those who have in the past had little voice in the process, such as parents and students, to professional educators who have heretofore worked without the benefit of the advice and reaction of those whom they are obligated to serve.

Since we feel that it is only through sincere cooperative relationships with people that real change and progress can take place, we heartily endorse this proposal.

Robert Alan Rosenthal
Robert Alan Rosenthal

Florence C. Shelton
Florence C. Shelton

Co-Directors,
Pathways Project

Bernard E. Bruce
Bernard E. Bruce

Appendix Q3

URBAN LEAGUE OF GREATER BOSTON, Inc.

Community Development through Community Control

100 WARREN STREET, ROXBURY, MASSACHUSETTS 02119

Area Code 617— 445-9450

May 7, 1968

Mr. Peter J. Ingeneri
Office of Program Development
Boston Public Schools
2893 Washington Street
Roxbury, Mass. 02119

RE: Statement of Commitment

Dear Mr. Ingeneri:

The intention of this letter is to inform you that the New Urban League of Greater Boston endorses the attempts being made by your office to improve school-community relations under the Title III program.

As indicated by my continued participation in the preliminary planning sessions of the Great Cities Planning Group, the Education Department of the Urban League will continue to support the project.

Sincerely,

(Mrs.) Toye Brown Lewis
Education Director

tl

BOSTON PUBLIC SCHOOLS

MARTIN LUTHER KING, JR. MIDDLE SCHOOL

HOME AND SCHOOL ASSOCIATION

WILLIAM F. HENNESSEY
PRINCIPAL

May 10, 1968.

Mr. Herbert G. Forsell
Central Cities Work-Task Force
2893 Washington Street
Roxbury, Mass.

Dear Mr. Forsell:

The Martin Luther King, Jr. Middle School Home and School Association has had representatives at the meetings concerning the King and Timilty Schools. We have been working and will continue to work and help to up-grade the educational environment of the students within the school and community.

Yours truly,

Alice W. Yancey

(Mrs.) Alice Yancey
President, Home and School Association

CENTRAL CITIES TASK FORCE SEMINAR

March 19-21, 1968

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Notes and Observations by
Peter Ingeneri

The general overall impressions gathered from this seminar are outlined as follows:

A. After pouring billions of dollars into educational projects, Congress would like recipients to make an agonizing and soul-searching appraisal of the effects of funded programs.

B. Congress is extremely reluctant to vote additional funds for educational projects unless there is a 50-50 chance of success; that is, the project will make a measurable and significant impact on a critical problem.

C. The target area for future federal educational funding will be the inner city schools.

There follows a brief outline summary of the most important points made by each speaker:

I. Dr. Lee E. Wickline, Chairman
Central Cities Task Force

-----The Department of Health, Education and Welfare is seeking approximately 12 or more prototype projects for the inner city - nationwide!

II. U.S. Commissioner of Education, Harold Howe II

-----Education can't do it all, but education must play a major role because it has early access to the next generation.

-----There are many good educational plans now operating on a limited scale and in isolation. These good projects are insulated from each other.

-----Good, effective plans must be brought together in a composite plan of attack.

-----Major educational demonstrations must be mounted in 10 or 12 (inner) cities that will show results within 5 years.

III. Dr. Nolan Estes, Associate Commissioner of Education
Bureau of Elementary and Secondary Education

-----To turn public schools over to private enterprise or to the critics would be a national disaster.

-----Administrators are not part of the problem, but part of the solution.

_____Comprehensive prototypes must be developed that focus on some or all of the critical areas from pre-kindergarten through job-placement of graduates.

-----Select a network of large city schools, "a vertical cut" and install the best pilot programs in all the five areas listed below:

1. Early childhood education
2. Individualization of instruction (still a dream)
3. Facilitating the transition to the world of work
4. Staff training and re-training
5. Greater parental involvement

There are neither wanted nor acceptable:

1. Fragmented programs
2. Staff training that omits the pupil
3. After-school activities that are not related to the critical area or problem
4. Programs that reduce class size but continue the "assign - study-recite" concept
5. Remedial programs that deal with the sins but disregard the causes.

-----The role of the Federal Education agency is passing from one of passive acceptance of unsolicited and unrelated proposals, to one of designation of the critical area as the "inner city" and concentrating funds on that area.

The following are suggestions for administrators in the preparation of proposals:

1. Involve all available community resources, particularly all human resources.
2. There must be unity of command. The area administrator must have full and final authority.
3. The target area must be carefully selected after a careful appraisal of local priorities and problems.
4. The target area must be large enough to provide an adequate pupil base, but small enough to handle.
5. If it includes a high school, it must also include the junior high and elementary schools that feed it. This is in keeping with the pre-school through job placement criteria.
6. Federal funds are limited to 20 million dollars under Title III for a nationwide system of prototypes. Consider the re-programming of Title I, II, III, and V-A funds.
7. Work with state education departments, regional labs, and educational institutions.
8. The local education agency must develop instruments and procedures for evaluation, and for dissemination of information relating to the projected program.

IV. Dr. Grant Venn, Associate Commissioner of Education
Bureau of Adult, Vocational, and Library Programs

-----Most of our young people feel isolated from society - locked out, unimportant and uninvolved.

-----Include children "in" - don't select them "out"!

-----Provide immediacy of reward and multiple option of success.

-----Help children get work or additional training; get work through schools, not after they get out.

-----Provide credit for other kind of learning experiences that teach employability skills.

-----Devise programs to make everybody SOMEBODY!

Dr. Wickline:

-----Office of Economic Opportunity to become actively engaged in establishing priorities and soliciting proposals.

-----The basic funds for the May 13, 1968 proposal are from available funds under ESEA (Title III) for fiscal "68" (present allotments!).

-----30 cities represented - 10 prototypes sought - minimum of $500,000 funding.

-----Not a crash program - must point the way to what could and should be done.

-----Come up with WORKABLE programs that will form the base for further funding.

-----Project area preferably within a "model cities" area.

-----There may be institutes this summer dealing with inner city education, and parental and other community involvement.

-----Program officer from Office of Economic Opportunity to work with different cities to make sure that requirements are complied with.

Dr. Grant Venn:

Some of the criteria to be used in selection of acceptable proposals:

1.---schedule some activities over a 12 month period for dropouts.

2.---early identification of potential dropouts.

3.---coordinating with other community programs.

4.---youth volunteer programs (productive activities in which youth is involved on a volunteer basis).

5.---a fundamental change in the school system's approach to dropouts.

Mr. Richard A. McCann, Chief, Laboratory Branch

The role of the regional labs was briefly outlined as:

1.---possible members of task forces

2.---resource sources

Mr. David S. Bushnell, Director, Vocational Education

1.---Sponsor projects of critical need for disadvantaged children of inner city.

2.---In-Service teacher training.

3.---In-Service training for other personnel (Guidance Counselors, etc.).

4.---Analysis of new career areas (emerging new jobs).

5.---Models of school-community relations. (Avoid fragmentation, and duplication of what we already know).

Dr. George Blair, Consultant, Central Cities Task Force

-----respond to the challenge of our times, the development of human beings to control their own destiny, be productive, recognize self-fulfillment, be contributors toward making this a better country.

Dr. Mario Fantini, Ford Foundation

-----Remedial and compensatory programs are not the answer. They are not working!

-----School must adjust to the learner.

-----Pre-packaging of educational programs is <u>out</u>!

* -----Involve the community from the beginning as legitimate partners and try to overcome present distrust.

Mary Hoff:

-----Plan may be both a planning component, and be operational in part.

-----Proposal need not contain all 5 components outlined by Dr. Estes.

-----May concentrate on early childhood or some other critical area, but on a limited basis to ensure a 50/50 chance of success.

-----Examine programs presently funded.

Mr. Paul Smith, parent, Rochester, N.Y.

-----ghetto people don't trust outsiders.

-----no token programs.

-----involve the people who live with the problem to help themselves.

-----stamp out bigotry.

-----use a grass roots approach.

-----make it simple enough for the people to understand.

-----be honest, no pipe dreams

Appendix S

The following is a list of specialists and resource persons whose expertise may well be put at the service of the School - Community Advisory council in future deliberations on program development.

Early Childhood Education

Elaine Nolan, Baltimore, Md.
Frances G. Condon, Director Dept. of Kindergartens, Boston, Mass.
Dr. Arthur Enzmann, Director, Dept. of Early Childhood Education, Detroit, Michigan
Owen Knox, Elementary Principal, Los Angeles, Calif.
Rebecca Winton, Director, Early Childhood Education, New York
Francis Becker, Director, Education of Young Children, Philadelphia, Pa.
Jennie Henderson, Asst. Director, Speech Program, Washington, D.C.
Catheme Brunner, Baltimore, Md.
Christine Brandes, Cleveland
Miss Helen Bradley, Director

Individualized Instruction

Mary A. McLean, Assistant Principal, Boston, Mass.
Dr. Dominic Thomas, Asst. Director, Communication Skills Program, Detroit Michigan
Leonard Pacheco, Secondary, Los Angeles, Calif.
Shelly Umans, Administrative Aide to the Deputy Sup't, New York
Dr. Bernard Watson, Associate Supt. of Innovative Programs, Philadelphia, Pa.
Mary Sherbairne, Washington, D.C.
Evelyn F. Carlson

Staff Development

Dr. Eileen C. Stack, Supt. of Administration
Herbert C. Hambelton, Associate Superintendent, Boston, Mass.
Dr. Charles Stewart, Director, Teacher Education, Detroit, Michigan
Ross Hamick, Urban Affairs, Los Angeles, Calif.
Dr. Theodore Lang, Deputy Superintendent, New York
Mr. Ross Hancock, Urban Affairs
Edward Winner, Director, Urban Teacher Corps, Washington, D. C.
Jack Epstain, Baltimore, Md.

Parents Education

Dr. Virginia F. Lewis
Francis K. Sullivan, Director Adult Education & Recreational Activities, Boston, Mass.
Bert Pryor, Asst. Director, Pre-School and Parent Education Project, Detroit, Michigan
Abram Friedman, Adult School Principal, Los Angeles, Calif.
Wilton Anderson, New York

Robert Coater, Director, School Extension, Philadelphia, Pa.
Theresa Posey, Princ. LaSalle Elem. School, Washington, D.C.

Community Involvement

David J. Hefferman, Asst. Supt.
William G. Tobin, Deputy Superintendent, Boston, Mass.
Dr. Louis Monacel, Asst. Supt., Special Projects, Detroit, Michigan
Sam Hamerman, Director, Office of Urban Affairs, Los Angeles, Calif.
Frederick Williams, Director, Office of Human Relations, New York
Albert Glassman, Asst. Dir. School Ext. Coord. of Cummunity Schools, Philadelphia, Pa.
Margerite Selden, Asst. Supt. Urban Service Corp, Washington, D.C.

Research & Evaluation

Herbert C. Hambelton, Associate Superintendent, Boston, Mass.
Dr. Robert Lankton, Divisional Director, Dept. of Research and Development, Detroit, Michigan
Frank Toggenburger, Specialist in Evaluation, Los Angeles, Calif.
Dr. Samuel McClelland, Director, Office of Educational Research, New York
Dr. John Hayman, Exec. Dir. for Research and Evaluation, Philadelphia, Pa.
Charles Lofton, Exec. Asst. to Supt., Washington, D.C.
Dr. Clara Grether, Baltimore, Md.
Dr. Samuel McCellan, New York City

Job Development

Joseph Fleming, Cleveland

Compensatory Education

Dr. George Hall, San Diego, Calif.

Other

Dr. Thomas Lawson, Coordinator of Specially Funded Programs, Los Angeles, Cal.

Laboratories as a Resource to Central City Task Force

Though the laboratories' programs are still in an early stage of development, a number of them will eventually produce tested alternatives to current educational practice in inner city schools. Connected with these programs are individuals who have experience of potential value to the central cities' task forces and model programs which could suggest a component for an inner city Title III proposal. The following list of laboratories, contact persons, and experiences are provided to facilitate any task force wishing to learn about laboratories which might be relevant to its work.

Contact Person and Laboratory	Experiences Potentially Relevant to Task Forces
Dr. Robert Dentler or Dr. Gene Maleska Center for Urban Education (CUE)	-Experience in evaluating the effectiveness of current inner city school programs. -Experience with alternative curriculum materials for inner city students. -Interest in educational parks.
- - - - - -	
Mr. Marc Tucker Education Development Center (EDC)	-Experience with curriculum in inner city schools--particularly, science with some math and social studies. -Experience with a teacher-to-teacher in-service education program which is built into the professional day of the inner city school teacher.
- - - - - -	
Dr. James Becker Research for Better Schools, Inc. (RBS)	-Experience with the use of the Individually Prescribed Instruction Program in Math and Reading for elementary school students. Currently, program is being field tested in 26 schools; other may be added.
- - - - - -	
Dr. John Hemphill Far West Laboratory for Educational Research and Development (FWLERD)	-Developing minicources for inservice teacher programs; first one will be on questioning behavior and will be available, on a limited basis, this fall. -Experience in developing model nursery school for disadvantaged children; currently, program is being tested in several sites.
- - - - - -	

Dr. Robert Gilchrist Mid-Continent Regional Educational Laboratory (McREL)	-Developing model preservice program for inner city school teachers. Fourteen teacher preparation institutions have joined to give selected students a structured semester of experience in inner city schools.
- - - - - -	
Dr. Larry Fish Northwest Regional Educational Laboratory (NWREL)	-Developing curriculum materials for potential school dropouts and self-instructional programs in vocational skills.
- - - - - -	
Dr. Edwin Hindsman Southwest Educational Development Laboratory (SEDL)	-Experience in developing programs for Negro students in Texas and Louisiana. Currently, these have early childhood, inservice training, and community involvement components. -Developing bilingual programs (Spanish and English) for Mexican-American elementary students.
- - - - - -	
Dr. Robert Hopper Southeastern Educational Laboratory (SEL)	-Developing and field testing bilingual programs (Spanish and English) for Spanish-speaking students at the Miami Bilingual Ctr.

CREATIVE - INNOVATIVE and EXPERIMENTAL EDUCATIONAL and ALLIED PROGRAMS IN THE BOSTON PUBLIC SCHOOLS - WITH GRADE LEVEL AT WHICH OPERATING, UNIVERSITY AFFILIATION (if any), and SOURCE of FUNDS. (other than Boston Taxes)

A. Model Demonstration Subsystem
Early Childhood - 2 Schools - 70-80 Pupils
$56,088. - (Title I)

B. Individual Program Plan (Ungraded)
10 Schools - 2,175 Pupils (Grades 1-3)
$228,260. - (Title I)

C. Pilot Health Care Program
Boston Public School - Tufts-New England Medical Center
2 Schools - K-3 - 200 Pupils
$109,340. - (Title III)

D. Language Transition Program (Multi-Lingual)
11 Schools - 526 Pupils (Grades 3-6)
$95,329. - (Title I)

E. Comprehensive Health Care and Educational Innovations
Boston Public Schools - John F. Kennedy Family Services Center
Pre-School - Grade 4
$202,188. - (Title III)

F. Elementary Day Enrichment Programs (K-8)
36 Schools - 12,700 Pupils
Elementary after school Recreational Programs
8 Districts - 1,500 Pupils
$1,431,665. - (Title I)

G. Model Demonstration Subsystem
Elementary Program - 1 School - 200 Pupils
$134,743. - (Title I)

H. Summer Enrichment and Remediation Programs
Elementary 16 Districts - 6,000 Pupils
(ASPIRE) Junior High Enrichment and Remediation Programs
2 Schools - 500 Pupils
$247,000 - (Title I)

I. Junior High Day Enrichment Program
6 Schools - 4,000 Pupils
$348,502. - Title I)
Junior High after School Programs
6 Schools - 1,000 Pupils

J. Model Demonstration Subsystem
Junior High Program - 1 School - 500 Pupils
$209,343. - (Title I)

K. Community Liaison Open School Program
3 Schools - 400-500 Pupils
$60,000. - (Title I)

L. Work-Study Program
8 Junior High Schools - 6 High Schools
$298,370.-(Title I)

M. Senior High Day Enrichment Program
3 Schools - 150 Pupils
Senior High after School Program
3 Schools - 300 Pupils - Grades 9-12
$83,370. - (Title I)

N. Neighborhood Youth Corps
Economic Opportunity Act of 1964
December 1,1966 - April 30, 1968 - $1,070,540.

O. Model Demonstration Subsystem
Senior High Program - 1 School (Lewis Building)
$183,996. - (Title I)

P. G.A.S.P. (Generalized Academic Simulation Program)
$35,350. - (Title III)

ADDITIONAL EXPERIMENTAL, EDUCATIONAL AND SUPPORTIVE PROGRAMS

National Teacher Corps
In Cooperation with Boston College

Teacher Liaison Program
In Cooperation with Harvard

Instructional Research and Evaluation For
Innovative Programs - (Title I) $80,783. -

Interim Center for Administration and Planning of
(Title III) Projects - $166,962. -

In-Service Courses - For Urban Teachers -

C.A.I. (Computer Aided Instruction K-6)
(Title III) $76,994. -

Education Development Center Units on the Afro American
and other Subjects - U.S. Office of Education,
National Science Foundation, Ford Foundation

Urban Youth Teacher Preparation Program -
in Cooperation with Simmons College

Volunteer Aides - in Cooperation with Massachusetts Council
for Public Schools - Permanent Charities Fund

Match Box Project - in Cooperation with U.S. Office of
Education and Children's Museum (Jamaica Plain)

Adult Basic Education - Title III - ESEA. (Formerly Title IIB E.O.A.)
Approximately $85,000. - (10 Schools & other Locations)

Basic & Vocational Adult Education Employment Orientation -
Manpower Development and Training Act of 1962 (Public Law 87-415)

Educational Evaluation and Programming for Children with
Auditory Disorders - Boston Public Schools -
Horace Mann School - Boston University - (Title III) $149,447.

Boston University Experimental Reading Institute - Special
Reading Programs for High School - Grades IX-X

Boston Public Schools - Harvard Summer Reading Institute
for Urban Teachers and Pupils

National School Lunch Program - Public Law 396, Chap. 281, 1946
$586,776. (42% Federal - 58% State)

Special School Milk Program
$162,575 - (92% Federal - 8% State)

The following is a list of some of the federal programs which might provide additional funds for activities in support of the Timilty-King Title III proposal. The Title III office in Washington has made it clear that they will look more favorably on plans which use the Title III money as a lever to attract other federal funds into the total program; and that they will help steer proposals to other federal offices through the bureaucratic maze for us.

1. Education Professions Development Act (EPDA). Part B. Sub part 2. Many EPDA programs used to go under the name of Title V of the Higher Education Act of 1965. This particular program, however, is a new addition, for which Congress has authorized $50,000,000 during the fiscal year ending June 30, 1969. Its purpose is to attract and qualify teachers to meet critical teacher shortages. Grants go to the state educational agency, which prepares a plan under which it in turn supports the efforts of local educational agencies to:

   "(1) attract to teaching persons in the community who have been otherwise engaged and to provide them, through short-term intensive training programs and subsequent in-service training, with the qualifications necessary for a successful career in teaching and (2) obtain the services of teacher aides and provide them with the necessary training with a view to increasing the effectiveness of classroom teachers."

   Not more than one-third of the money can go into the teacher aide section, but it may be possible for the state to average out the projects of various school systems so that some put more than one-third into this section, but the state average stays under one-third.

   The act also provides that persons trained under section 1 must have the "qualifications" for teaching in the community upon completion of their short term training. This may prove to be a hang-up, unless certain waivers can be obtained.

   This act could be put to a variety of useful purposes. The King coalition document, for example, calls for making the school a "continuous training facility for . . . beginning teachers and for para-professional personnel who have talents to bring to it." It goes on to describe activities in which teacher aides might be engaged: individual or group tutorial work, counseling with children who have minor or momentary discipline problems, serving as liaison people to discuss parents' concerns and complaints, etc. All of these ideas could presumably be funded under this "sub part," when the money becomes available (late winter or early spring, 1969). In the meanwhile some of the money in the Title III project

might help to get some of these ideas off the ground, but the Task Force would not have to continue using the Title III money for these purposes after EPDA money became available.

2. EPDA, Part D. This is a whole new Part, for carrying out projects to improve the qualifications of persons who are serving or preparing to serve in educational programs in elementary and secondary schools, or for people who supervise (principal?) or train, "persons so serving." $70 million is authorized for fiscal year ending June 39, 1969, and projects under this part could begin in the second semester of 1968-69. B.U., for example, could apply under this part for a grant which would enable them to follow up on the work which they are preparing to do this summer under NDEA, Title XI, in helping personnel from the King and Timilty to find out more about the communities served by these schools, the agencies which operate in these communities, etc, etc. In addition, they could help these schools build into their schedules regular professional growth activities for the entire staff of these schools, which in turn could help meet the objectives of the Title III project, as stated in the Title III guidelines ("To translate the latest knowledge about teaching and learning into widespread educational practice", "to create an awareness of new programs and services of high quality that can be incorporated in school programs", etc.) They could also run a summer, 1969, staff workshop under this title, for similar purposes.

Among the kinds of suggested projects specifically mentioned in the law are the following:

(a) "projects to train or retrain teachers, or supervisors or trainers of teachers in any subject generally taught in the schools," (special program for English and math teachers who work with students taking Latin school and Tech exams, to meet concerns of Timilty parent group?)

(b) "projects to train teacher aides and other non-professional educational personnel" (use this money to train non-professionals before they're hired and then place them in a training program under PartB?)

(c) "projects to prepare educational personnel to meet the special needs of exceptionally gifted students" (a training program to support a program for gifted students at King and Timilty using some of the Title III money?)

(d) "projects to prepare artists, craftsmen, scientists, artisans, or persons from other professions or vocations or homemakers to teach or otherwide assist in projects .. on a long-term, short-term, or part-time basis (training people for partnership-in-teaching jobs, as a way to bring in valuable people who cannot work full time?)

(e) "projects to train or retrain . . . personnel in such foelds as guidance and counseling, school social work, etc."

Don Davies, who administers the EPDA programs in Washington, has promised to give special consideration to proposals linked to the Central Cities Task Force project. Deadlines for applying for institutions of higher education and local educational agencies is June 1, 1968, for state departments, it is July 1, 1968. These rapidly approaching deadlines are one of the major reasons why the support programs have to be planned simultaneously with the Title III proposal. Eligible under Part D are institutions of higher education, state educational agencies, and, under certain conditions, local education agencies. Preparation of proposals under EPDA will probably require samll task force groups of community people, school representatives, state department representatives, universities making application, and whatever consultants are needed.

3. Teacher Corps. The Teacher Corps, which used to be called the National Teacher Corps, provides teaching teams consisting of an experienced teacher and a number of teacher-interns to schools in areas having concentrations of children from low-income families. The program is now a part of EPDA. It is not a new program, but rather a variation on the old program with less emphasis on central operations from the federal level. (This is partly to get Congress to appropriate more money.) Institutions of higher education or local educational agencies can provide the pre-service training (up to three months) and the local educational agency operates the program during regular or summer sessions.

While the Teacher Corps program is already in operation, it could conceivably be planned for closer integration with the Central Cities project in future years.

4. Economic Opportunity Act. "Scheuer" Amendment. This used to be part of the Community Action phase of the anti-poverty program Title IIA), but has now been incorporated under Title I, which now includes all of OEO's manpower programs. It is the section of the Economic Opportunity Act especially designed to create new careers for community people in low-income areas. Section 123(a) (4) of Title I, Part B, of the amended Economic Opportunity Act establishes:

> Special programs which provide unemployed or low-income persons with jobs leading to career opportunities, including new types of careers, in programs designed to improve the physical, social, economic, or cultural condition of the community or area served in fields including without limitation health, education, welfare, neighborhood redevelopment, and public safety, which provide maximum prospects for advancement and continued employment without federal assistance, which give promise of contributing to the borader adoption of new methods

of structuring jobs and new methods of providing job ladder opportunities, and which provide opportunities for further occupational training to facilitate career advancement.

Local private organizations engaged in public service activities, as well as public agencies, can sponsor projects under this program, which is administered by the U.S. Department of Labor. Perhaps community people could be hired to conduct an after-school program like the one requested by the Timilty parents under this and get on-the-job training as a part of the project.

5. Upward Bound. A national program of the Office of Economic Opportunity Programs for Boston high-school students currently operating at The Bridge, Inc. (South End), University of Massachusetts at Boston, Tufts, Brandeis, Newton College of the Sacred Heart, Boston College. This program provides the Central Cities Task Force with the opportunity to build in some follow-up activities to help insure the future educational success of students who graduate from the King and Timilty. This is especially important for students currently in their final year of attendance at these schools, who will leave before the impact of the Title III project can be felt. This may also be true of many of the students currently in the next-to-last year of attendance. If the Task Force is serious about having an important effect on the future of the students in these two schools, it is probably necessary to build some high-school follow-up activities into the program, especially at the beginning. A proposal under the combined auspices of the communitu, the public schools, and a university would presumably get special consideration in Washington. (Proposals for funding to begin in the spring of 1969 have to be submitted by the end of 1968.)

6. Elementary and Secondary Education Act. (ESEA) Drop-out Prevention Program. Under a new section of Title VIII (which was formerly Title VII, of the Elementary and Secondary Education Act of 1965, as amended in 1967, a drop-out prevention program was established with an authorization of $30 million for fiscal year 1969. (Unlike certain other titles of ESEA, the administration has requested the full amount for this program.) The funds are to be used for demonstration projects involving the use of innovative methods, systems, materials, or programs which show promise of reducing the number of children who do not complete their elementary or secondary education. Projects are to be evaluated and approved by the state education agency. Contracts and grants go to local educational agencies in urban or rural areas which have a high percentage of children from low-income families and high percentage of dropouts. The program could provide an opportunity to create a special project for the most disaffected and lowest achieving students at the King and Timilty and conceivably could provide funds to follow-up on non-college bound students while they are in high school.

7. Other Programs. Other federal programs with relatively smaller amounts of funding available include:

A. U.S. Office of Education. Bureau of Research. Small Project Research. Refers to activities which require no more than $10,000 and take no longer than 18 months for completion. Applicants are supposed to get fairly quick response through OE's regional offices. Could be used, for example, to do before and after surveys of community's knowledge and attitudes towards the schools, of teachers' knowledge and attitudes re the community, using community people trained in survey methods as part-time staff.

B. National Foundation on the Arts and Humanities. Section 12. Provides matching grants to public schools to strengthen instruction in humanities and the arts. Could be used to create a project to enable students to learn more about man in general and themselves in particular, as part of an effort to build up the students' pride in their cultural heritage and in themselves. Also for musical instruments.

C. Higher Education Act of 1965 (as amended). Title I. Community Service and Continuing Education. Universities operate programs to assist in the solution of community problems (poverty, youth opportunities, employmnet, etc.) Each participant acts within an overall state plan. Includes extension courses for community people. A university might run, in conjunction with a community organization, a workshop for parents at King and Timilty to introduce them to educational advances, ways to evaluate a school or school system, etc.

D. Office of Juvenile Delinquency and Youth Development, (Welfare Administration. Demonstration grants for projects that hold promise of making substantial contributions to the prevention or control of juvenile delinquency. (Money from this source supported several ABCD youth projects some years back, including a summer educational project for junior high school students.)

8. Changes in On-going Programs. The charge from the Office of Education to the Cities Task Force includes the requirement that programs currently operating in these schools be re-evaluated and integrated with the Title III plan. Several changes in on-going programs such as Title I and Title II of ESEA seem relevant to this task.

A. Title I, ESEA. (Provides funds for special education programs in areas with a high concentration of children with families with low income.) Although Congress authorized $2.7 billion for FY-1969, the administration has requested only $1.2 billion, and less may finally be appropriated. In addition, changes have been made in the formula by which allocations are figured.

A new section of the 1967 amendments (Part B) authorizes up to $50 million for incentive grants to states which exceed the national average effort (Massachusetts?). The states in turn distribute the grants to local educational agencies with the greatest need. Another important emphasis in the amendments is upon evaluation, presumably stimulated by the National Advisory Council's criticisms of Title I. Among the possibly relevant comments in that body's most recent report are:

--- spreading the Title I funds to cover as many eligible children as possible "has caused many Title I programs to become over-extended and ineffective. ."

--- "dollars thoughtfully expended on summer programs may be among the most productive dollars spent by Title I ..."

--- Of the 116 programs observed by the Council, only two attempted to involve parents as reinforcing agents in their children's reading.

--- Only a small portion of Title I funds have been spent on "genuinely new approaches to guiding and stimulating learning."

--- A need for more thorough diagnosis of each child's individual situation and problems seemed advisable.

B. Title II, ESEA (Provides grants for the acquisition of school library resources, textbooks, and other instructional materials.) Appropriation for FY-1968 has been $99.2 million. Congress authorized $167 million for FY-1969. The administration budget request, however, cut it to $46.million, as part of its shift in emphasis from things to people. This suggests that the Massachusetts allocation of $2.6 million for FY-1968 will be sharply reduced next school year.

C. Teacher Corps. See above, #3

D. Economic Opportunity Act of 1967. In addition to incorporation of all manpower programs under Title, raises the Title II local share (including Upward Bound) to 20%.

GLOSSARY

(To avoid confusion in the meaning of three important terms, the following definitions are supplied:)

C.C.T.F. . . . . Central Cities Task Force

The initial group organized by the Federal government to launch the attack on inner city educational problems.

C.C.P.G. . . . . .Central Cities Planning Group

The initial informal group organized in Boston consisting of school, community, State Dept., university, and other resources to implement the suggestions of the Central Cities Task Force.

S.C.A.C. . . . . School-Community Advisory Council

The group that will be operating, one in the King Middle School and the other in the Timilty Junior High School, to formulate and forward suggested educational programs to the Boston School Committee.